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ABSTRACT

Course arrangement, specific helper instructions, and terminology are covered in this helper's handbook for home study candidates for naturalization who speak English to learn to read and write English. It is intended to be used to give a limited amount of help provided by a family member or neighbor, and accompanies the booklet "English and Federal Government--For the Student (Section II)." The 29 lessons teach vocabulary necessary to understanding representative democracy, freedoms and rights, the Constitution, and the three branches of United States government. Examinations included at the end of the text are to be sent in, with helper evaluations, to the correspondence teacher for the Immigration and Naturalization Service. (BM)

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FEDERAL TEXTBOOK ON CITIZENSHIP • Home Study Course

# English AND Federal Government

RE003 805

SECTION 2
for the HELPER

FEDERAL TEXTBOOK ON CITIZENSHIP — Home Study Course

# English

AND

# Federal

# Government

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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M–44 Revised 1970

**UNITED STATES DEPARTMENT OF JUSTICE**

**IMMIGRATION AND NATURALIZATION SERVICE**

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# Foreword

This book is for use with "English and Federal Government—For the Student (Section II)." The home study material has been developed to help candidates for naturalization who speak English but who have little or no skill in reading. It is designed so that the man or woman unable to attend class may learn to read and write by having a limited amount of help provided by some member of his or her family or a neighbor.

The material was originally prepared under the general supervision of the Director, University Extension Division, University of Nebraska, with the aid of one State and one local public-school representative from the States of Montana and Nebraska. It has been continued by the Immigration and Naturalization Service.

## PLEDGE OF ALLEGIANCE TO THE FLAG

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.

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# To the Helper

This course in Citizenship has been arranged for study by the student working individually.

## EXPLANATION OF SOME TERMS

Instruction by correspondence may be new to you; therefore, an explanation of some of the terms used may be helpful.

**Correspondence Center.**—The department or institution responsible for the mailing of supplies and the grading of the student's work.

**Correspondence Teacher.**—The teacher at the Correspondence Center who is assigned to teach the student.

**Helper.**—This person is yourself. It will be your duty to see that the directions are carried out.

**Work Sheets.**—These are exercises that are to be worked by the student. He may use his books while working these exercises. Work Sheets should be mailed at stated times to the Correspondence Center.

**Examinations.**—These are tests to be worked by the student without help. All books and papers should be put away when the student takes the tests. The completed test is to be mailed to the Correspondence Center.

**Something to Do.**—This term refers to a series of exercises in each lesson that are to be done by the student. This work is not sent to the Correspondence Center, but should be corrected by the student himself. The person who helps the student may assist him if necessary.

**Problems.**—This term refers to special exercises that will be found at irregular intervals throughout the course. In each of these exercises, you will read the problem to the student and make sure that he understands it. The answers to the problems are courses of action that the student suggests.

## HOW THE COURSE IS ARRANGED

The complete course is arranged in these sections: Section I, a study of English and home and community life; Section II, a study of English and Federal Government; and Section III, a study of English and State government. Each section consists of two parts, one for the student and one for the person who helps the student.

## WHAT THE HELPER IS TO DO

The easiest way for you to learn your duties is by doing them. Before actually beginning to work with the student, turn to page 3 of this book and examine it.

You will see that each lesson is divided into three parts. Each of these parts is a guide to a unit of study, or a day's work. It should be understood that there is no definite time limit for the work; that is, a lesson need not be completed in a day. More time may be used if necessary. Neither should the student be limited to one lesson in a day if he can do more.

You will notice that directions for you are printed in short lines of type and that the directions, questions, and information you are to read to the student are printed in full lines. Always read very slowly and clearly.

Be sure to read the directions carefully before you start each lesson. As the lessons have been carefully planned, it is particularly important to follow each direction as given. Do not give the student his book until you are ready to have him read, and then tell him which page to find. If he is allowed to have his book during the preparatory discussion, his attention will be on his book instead of on what is being said or what you are saying or reading to him. Always read slowly and very distinctly. Be sure to explain any parts that the student does not understand.

Some lessons will encourage more discussion than others; some will need a longer reading period for the student. Some exercises will require a long time for study and preparation; and some can be done in a very short time. The student will make much better progress if both he and you do the work in an orderly way. The following order for conducting the lesson is suggested:

1. Careful reading of directions by the helper.
2. Discussion.
3. Reading by the student.
4. "Something to Do."
5. Work Sheets.

The discussion period should include time for discussing the previous lesson, time for the helper to read the material provided for that purpose, and time for discussion of the day's lesson.

The reading period should include time to teach the new words and time for silent and oral reading.

LESSON 1

# The Right to Govern

## PART 1

Direct the student to Part 1 in the student's book for Section II of this course.

Can you tell me any of the seven words? * * *

If the student knows any of the new words, you will, of course, omit teaching those words.

The first new word is **America.**

Point to the word **America** and have the student say the word.

When we talk about America we usually mean this country. The proper name of our country is the United States of America. Look at the word **America.** Say the word **America.** Find the word **America** on this page. Say the word **America** every time you point to it. * * *

The next new word is **ago.**

Point to the word **ago** and have the student say the word.

When we say that something happened some time ago, we mean that it happened in the past. If we say, **People came to America many years ago,** we mean that years have gone by since they came to America. Look at the word **ago.** Say the word **ago.** Find the word **ago** as many times as you can on this page. Say the word **ago** every time you point to it.

The next new word is **England.**

Point to the word **England** and have the student say the word.

Then teach the word **England** just as you did the words **America** and **ago.**

Always teach the new words one at a time in this way.

After the student has learned the word **England,** teach him the other words at the top of the reading lesson.

Now I should like you to read the page to yourself. * * *

The student should read the page to himself.

Now read the page to me. * * *

It is very important that the student know the new words so that he will learn to read well. However, it is far more important that he understand what he reads. The student who reads aloud with difficulty but understands what he reads gets far more out of his reading than the good reader who does not notice what he reads.

Ask the student a few questions about what he has learned. Try to stress the importance of his reading to learn instead of learning to read.

The student is then ready for Part 2 of Lesson 1.

## PART 2

Direct the student to Part 2 in the student's book.

Can you tell me any of the new words at the top of the lesson? * * *

If the student knows any of these words, you will, of course, omit teaching those words.

The first new word is **Pilgrims.**

Point to the word **Pilgrims** and have the student say the word.

Some persons who came to America long ago were called Pilgrims. The Pilgrims lived in what is now Massachusetts. They were called Pilgrims because they came here to find a place to worship. Find the word **Pilgrims** in the reading lesson.

In the same way, teach the student all the new words at the top of the reading lesson.

Today we shall learn more about the people who came to America to live. When they came over here there were no houses, no churches, no schools, and no stores. The people had to build everything for themselves.

Only Indians lived in America then. Some of the Indians were friendly to the people. They showed the English how to grow corn. They even gave them food.

Now read this lesson to yourself. * * *

Help the student with any words he does not know. Whenever he asks you a word, have him pronounce it after you and have him read the word again in the lesson.

Now I should like you to read the lesson to me. * * *

The student is then ready for Part 3 of Lesson 1.

## PART 3

Direct the student to Part 3 in the student's book.
Ask the student about the two pictures on page 3.

Is this ship like the ones we use now? * * * What makes you think this ship was used a long time ago? * * * Do our ships today use sails? * * *

Look at the next picture. About one hundred people came to America on this ship. They were called Pilgrims. Almost one-half of them died the first winter. They had a very hard time. Who watched the people land? * * * Have you seen any Indians? * * * Do Indians still dress the way they did? * * *

These Indians were friendly to the people at first.

I think you know every word in this lesson. Read it over to yourself. * * * Now I should like you to read it to me. * * *

Give the student any help he may need. Then have a little talk with him about reading.

Explain that he is not reading just to become a citizen. He should read so that he will become a better American; so that he may learn better ways to do things.

In Part 3 in the student's book there is something for you to do. I am not going to tell you anything about it. I want you to read it to yourself and then do

just what it tells you to do. I will help you if you do not know what to do, but try to do it alone first.

Here for the first time the student is reading directions he is to follow. Do not help him unless it is necessary.

There may be some words in the directions that the student does not recognize. You may have to help him with these words.

When he has finished the work he should ask you what he is to do next.

Now I will show you how you may know whether you did this work correctly.

As you explain the steps that follow here, you are to do them. In this way the student will learn to correct his own work.

We will turn to the Table of Contents in your student's book and look for the page number for "Key to Something to Do." Then we will turn to that page.

Then we will look for Lesson 1.

For Number 1 the word is **America.** Did you have that word? * * *
For Number 2 the word is **colonies.** Did you get that right? * * *
For Number 3 the word is **laws.** Is that what you have? * * *
For Number 4 the word is **free.** Did you get it right? * * *
For Number 5 the right word is **govern.** Did you have that? * * *
For Number 6 the word is **Nation.** Did you get it right? * * *
After this you will be able to do this for yourself.

Direct the student to the Work Sheet for Lesson 1. Tell him that you want him to be very careful. This work sheet is going to be mailed to his Correspondence Teacher.

Give him help if he needs it, but do not suggest the right answers. Perhaps you may need to write the answers for the student. This will be all right but be sure to write exactly what the student tells you to write.

When the student has done the work on the Work Sheet for Lesson 1, you are to answer the question at the end of the work sheet.

Remove the work sheet from the student's book, place it in an envelope, and address and mail the envelope to the Correspondence Center.

The student is then ready for Part 1 of Lesson 2.

LESSON 2

# The First Government

## PART 1

Direct the student to Part 1 in the student's book.

How many words are there at the top of the lesson? * * * Do you know any of them? * * *

If the student knows any of them, you will, of course, omit teaching those words.

The first new word is **different.**

Point to the word **different** and have the student say the word.

When we say things are **different,** we mean that they are not alike. If we say, **The colonies were different,** we mean that they were not alike. Perhaps some of them wanted to grow corn and others wanted to grow cotton. They were **different.** Look at the word **different.** Say the word **different.** Find the word **different** as many times as you can on this page. Say the word **different** every time you point to it. How many times is the word **different** used? * * *

The next word is **sent.**

Point to the word **sent** and teach this word just as you taught the word **different.**

Then teach the rest of the new words, one at a time, as you have done before.

Now read the lesson to yourself. * * *

The student should read the page to himself. Help him if necessary.

Now read the lesson to me. * * *

The student is then ready for Part 2 of Lesson 2.

## PART 2

Many years ago people thought that a snake was very hard to kill. The people thought that even though the snake was cut to pieces the snake would live if the pieces came together.

A famous man named Benjamin Franklin drew a picture of a snake cut into pieces. He marked each piece with the name of a colony. He said that the government of the new Nation was like this snake cut to pieces. He said that the pieces could not live unless they were joined.

Do you see what he meant?

The Nation was very weak because each State wanted to be an individual government more than it wanted to be a part of the Nation.

Direct the student to Part 2 in the student's book.

Do you know any of the new words? * * *

If the student knows any of these words, you will, of course, omit teaching those words.

The first word is **obey.**

Point to the word **obey** and have the student say the word.

Then proceed as you have done before to teach the student all the new words at the top of the lesson.

Now read this lesson to yourself. * * *

The student should read the page to himself. Help him if necessary.

Now read the lesson to me. * * *

The student is then ready for Part 3 of Lesson 2.

## PART 3

Look at the picture on page 7 of your book. Do you see why the farmer was made to stop at the State line?

He had to pay a tax on his cabbages before he could cross into another State. Each State made all its laws.

A long time ago each State made its own money. Each State had its own army. Each State felt that it was free to do as it wished. Some of the States had a lot of land to sell. Other States had none to sell. The result of this was that the small States were afraid to give Congress much power for fear that the large States would get too much power.

Give the student only such help as he needs.

Now read the lesson to me. * * *

Direct the student to Part 3 in the student's book.

Once again you are to do some work for yourself. Try to do just what you are told to do.

When the student has finished the first part he will ask you how to do the next part.

Explain to him that only one of the words given is right and that he is to cross out the words that are not right.

When he has finished the work he should ask you what to do next.

Again we will turn to the "Key to Something to Do" to see whether you did the work correctly.

Help the student to find the Key and to correct his work if he needs help. Do not help him more than he needs.

Direct the student to the Work Sheet for Lesson 2.

This work sheet is not to be mailed at this time.

The student is then ready for Part 1 of Lesson 3.

LESSON 3

# The Convention of 1787

## PART 1

Why did the United States have such a weak government? It would seem that if the States could get together and fight for freedom they could agree in times of peace.

We must remember that all the States wanted to be free. What they all wanted they could get. When peace came they did not all want the same things. So they quarreled.

Some of the States had slavery. Some States had laws against slavery. Some States were more interested in manufacturing or shipbuilding. Others were more interested in farming. Each State wanted laws that would protect it.

Finally Congress asked each State to send men to a meeting. All but one State sent men to the meeting. At the meeting these men were to try to plan for a strong government.

George Washington came to the meeting. So did Benjamin Franklin. Alexander Hamilton was there. James Madison, who later became President, was there too.

They all wanted one thing and that was a stronger government.

Direct the student to Part 1 in the student's book.

Ask him if he knows any of the new words at the top of the lesson. Teach him the new words.

Point to the new words one at a time, and teach them as you have done before.

The way to teach new words will not be repeated as you have now learned how to teach them.

Always remember that knowing how to say words is not reading. Reading is the art of getting thoughts from the written words.

Now read this lesson to yourself. * * *

Help the student if he needs any help.

Now read the lesson to me. * * *
Can you tell me what you have learned in this lesson? * * *

Talk over the lesson with the student.
The student is then ready for Part 2 of Lesson 3.

## PART 2

There were great differences among the men whom the States sent to the meeting.

Some of the men were farmers, some were bankers, some did other kinds of work, but all of them wanted a better government.

As they talked things over in order to decide on some matter, the men on one side of a question would give up something they wanted. The men on the other side would give up something they wanted. That is the way it went for about four months. Many times it seemed as though they could never agree. They kept on trying.

At last the plan was finished. It was to be used as the plan of our Government if nine of the thirteen States agreed to it.

Do you think that nine States agreed to it?

Direct the student to Part 2 in the student's book. Teach him the new words as you have done before.

Now read the lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 3 of Lesson 3.

## PART 3

The picture on page V in your student's book as well as on page 13 shows us Independence Hall in Philadelphia. It was in this building that the Convention held its meetings. It was in this building that the Liberty Bell was rung. The Liberty Bell was rung in 1776 to announce the signing of the Declaration of Independence.

We learn in this lesson what the men from the States did about having a stronger government.

Direct the student to Part 3 in the student's book.

Here is your "Something to Do" for this lesson.

Try to do it for yourself. When you have done it, find out whether you made any errors. You know how to do this. * * *

The student should know now how to use the "Key to Something to Do" without help from you. Of course, you will help the student if he needs help.

He will need your help to answer the question, "How old is the Constitution?" Subtract 1787 from the present date to get the answer. An alert student may want to use 1789, which was the date the Constitution came into effect.

When the student asks you what he is to do, direct him to the Work Sheet for Lesson 3.

Remind him that this work sheet will be mailed to his teacher.

In Part B the student is to write two sentences about the Convention. He has learned to write words that can be used to do this. For example: He might write "Twelve States sent men to the Convention." Every one of these words has been written previously by the student.

Try to get him to use only words that he knows. He should not ask you how to spell other words, as he does not need them at present.

When the student has completed the Work Sheet for Lesson 3, remove it together with the Work Sheet for Lesson 2, from the student's book.

Place these work sheets in an envelope and mail them to the Correspondence Center.

The student is then ready for Part 1 of Lesson 4.

LESSON 4

# A More Perfect Union

## PART 1

Our new Nation began in 1776.

The thirteen colonies united to form one Nation. This Nation is the United States of America.

You have learned of the differences among the States. You know how they quarreled among themselves. The government of the Nation was weak.

The States were strongly united in war, but in peace the ties were weak. In our lesson we shall see how these weak ties were made strong to form "a more perfect union."

Direct the student to Part 1 in the student's book.
Teach him the new words as you have done before.

Read this lesson to yourself. * * *
Read it to me. * * *

Ask the student questions about the lesson. He is then ready for Part 2 of Lesson 4.

## PART 2

One reason for the weakness of our first government was that, although Congress could make laws, it could not enforce them. There was no one to enforce them.

Congress could pass laws to tax the States, but could not collect the money. There were no Federal courts.

Today we shall learn how these things were changed.

Direct the student to Part 2 in the student's book.
Teach him the new words as you have done before.

Read this lesson to yourself. * * *
Now read it to me. * * *

Ask the student questions about the lesson. He is then ready for Part 3 of Lesson 4.

## PART 3

The States gave some of their powers to the Federal Government. What were some of these powers?

Explain to the student some of the rights the States gave up. For example: coining money; making treaties with other countries; regulating trade with other countries.

You will see that if each State made its own money we might have fifty kinds of money. No State has the right to make war. If States could declare war, one State might drag all the other States into it.

These powers belong to the Federal Government.

Today we have read what was done to make "a more perfect union."

Direct the student to Part 3 in the student's book.

You will now do some work for yourself. You know how this is to be done.

When you have finished it, correct it for yourself.

When the student has finished the work he should ask you what he is to do next.

Direct the student to the Work Sheet for Lesson 4.

Later this work sheet will be mailed to his Correspondence Center. The student is then ready for Part 1 of Lesson 5.

LESSON 5

# Our Representative Democracy

## PART 1

Our Nation is a very large nation. There are more than 200 million people in it. They could never get together to do the business of a nation. So the people choose some one to do it for them.

Every qualified citizen has a right to hold office. Every qualified citizen has a right to help to choose those who hold office. The people choose their officers. The officers carry out the will of the people.

The President of the United States is chosen by the people. He acts for them. He gets his powers from the people.

The officers in the thirteen colonies received their powers from the King of Great Britain. Explain that in 1707 England, Scotland, and Wales became Great Britain. The officers of the thirteen States received their powers from the people. Now there are fifty States but all the officers still receive their powers from the people.

A government that receives its powers from the people is called a democracy.

The United States Government is a democracy. We have a great Nation because we believe in a democracy.

Direct the student to Part 1 in the student's book. Teach him the new words as you have done before.

Read this lesson to yourself. * * *
Now read it to me. * * *

Ask the student questions about the lesson. Try to get him to understand that a democracy gets its powers from the people. Also that the word democracy does not refer to a political party.

The student is then ready for Part 2 of Lesson 5.

## PART 2

If our Nation were very, very small we might all be able to meet to make laws. The government would receive its powers from the people. So it would be a democracy.

But our Nation is far too large for this. We choose men to represent us in our Government. All government officers represent us in our Government. All government officers represent us. They are our representatives. Some of them make our laws. Others represent us in other ways. Because our representatives represent us in the democracy, we say we have a representative democracy.

Each of our States is a representative democracy. The people of the State choose State officers. They choose them by a vote. The person getting the highest number of votes is chosen, or, as we say, is elected to serve.

Direct the student to Part 2 in the student's book.
Teach him the new words as you have done before.

Read this lesson to yourself. * * *
Now read it to me. * * *

Ask the student questions about the lesson. Try to get him to understand what he reads rather than to have him merely know the words.

The student is then ready for Part 3 of Lesson 5.

## PART 3

A qualified citizen of the United States has a right to vote. It is the duty of a citizen to vote. But it is also the duty of a citizen to vote for good men.

We cannot expect to have a good government unless we elect good men to office. Before choosing a man to fill an office we should ask ourselves one question. It is, "Do I believe that this man is the best man for the office?" If we cannot answer "Yes," we should oppose his selection as a candidate and should not vote for him.

Direct the student to Part 3 in the student's book.

Here is another piece of work for you to do. You know exactly what you are to do with it.

When you have finished it, correct it for yourself.

When the student has finished "Something to Do" he should ask you what to do next.

Direct the student to the Work Sheet for Lesson 5.
When he has finished it he will ask you what to do next.
Now I will read you a short story. * * *

# PROBLEM 1

The problem that follows is to be read or told to the student. Be sure that he understands the problem. It may be necessary for you to change the wording or even to translate it into another language. The important thing is for the student to have a thorough grasp of the situation given here.

Joe Masyrik hummed a tune as he walked homeward after his day's work at the mill was over. He was tired, very tired, still he hummed happily as he walked. Some people would say Joe was a poor man. But Joe knew he was rich. Rich in his way of living. There was Anna, his pretty young wife and the children. Little Joe was four years old and little Anna was two. A man with such a fine family could be proud. And there was their little home, already nearly half paid for. If nothing happened he could keep on working and soon the home would be paid for. Of course if anything happened like losing his job or some of them getting sick it would be rather serious. The thought of such a thing was so bad that Joe stopped humming. He remembered Anton who used to work in the mill. Sickness came to Anton's family, and then Anton lost his job. They had no money, and soon they lost their house because they could not keep up the payments. That would be terrible. Joe was a little troubled because there was quite a little sickness around. But soon Joe thought of other things and was again humming as he entered his house.

His wife was waiting for him and her red eyes told him that all was not well. "It's little Anna," his wife said. "She has a fever. Her chest is all covered with red spots. What shall we do? Shall we get a doctor?"

"Wait a little," said Joe, "and let me think this over. Then we will know what to do."

What should Joe do? * * *

I want you to think this over very carefully and tell me what you think Joe should tell Anna that they should do. Here are some things he might say.

1. "My mother has some fine medicine for a fever. It is very good. I will go to her and get some for Anna."
2. "Let us wait a few days. Maybe it isn't serious."
3. "Let us call the doctor and do what he says. Maybe he will give all the children 'shots' so they will not get sick."
4. "Don't let anybody know Anna is sick. Then I will still be able to go to work."
5. "We will call the doctor, and if he says we may all catch what Anna has, I will stay away from home. Then when it is dark you can let me come in. I will leave before anyone is awake so nobody will know."

Do not try to help the student answer the problem. You are only to make sure he understands the different answers. Let him decide for himself which one he thinks is the best.

Now tell me which one you think Joe should choose. * * *

When the student has made his selection, turn to the Work Sheet for Lesson 5, and draw a circle around the number chosen.

You are going to take an examination now. This examination will show you how much you have learned, and perhaps it will show what you do not understand.

The student may review the lessons in his book if he wishes before taking the examination.

When he is ready, give him Examination 1, which is given at the end of this book. It should be removed by cutting it along the line. Help him to get started only on the first item. Explain Part 1 to him somewhat as given here.

You will see that in Part 1 there are two lists. The first list has a place for a number but does not have a number. The second list has a number before each line.

The first word is **landowners.** Now you are to look over the other list to find one that means **landowners.**

**Rules** does not mean **landowners.** Does it? **The people govern** does not mean **landowners.** Look over the list.

Look at number 5. **People who own land.** That is the same as **landowners.** So, on the line in front of **landowners**, we put the number 5.

You are to do the rest of them for yourself. * * *

The student should then complete Part 1 without further help. He will ask you what he is to do when he has finished Part 1.

Look at Part 2. You will see that each question has two answers—Yes and No. If you think the answer is Yes, then draw a line under Yes. If you think the answer is No, then draw a line under the word No.

I will help you on the first question. "Did the colonies want to be free?" You know that they did want to be free. Then you draw a line under the word Yes.

Underline the word Yes to show the student what is to be done.

Now you are to read each question and put the lines in for yourself. * * *

You may have to help the student get started on Part 3.

Be sure you show whether you or the student wrote the answers. Also tell the Correspondence Teacher how you are getting along with the course.

When the student has finished Examination 1, place the following papers in an envelope for mailing:

Work sheet for Lesson 4
Work sheet for Lesson 5
Examination 1

Address the envelope and mail it to the Correspondence Center.
The student is then ready for Part 1 of Lesson 6.

LESSON 6

# The Congress Represents Us

## PART 1

Have you seen your county courthouse? It is the building where the county government is carried on. You might say it is the Capitol building of the county.

Have you seen your State Capitol? It is the building where the State laws are made.

The Capitol at Washington is the building where the National laws are made.

You have learned that our Government had been in Philadelphia. In the year 1800 our Government moved to Washington.

In those days, Washington was not a beautiful city. Its few streets were just muddy roads through bushes and brush. The White House, where the President lives, was not finished. Workmen were still at work building the Capitol.

Today Washington is one of the most beautiful cities in the world, and our Capitol one of the most beautiful buildings.

Today we are going to read about our Capitol.

Direct the student to Part 1 in the student's book.
Read the lesson to yourself. * * *
Now read the lesson to me. * * *

The student is then ready for Part 2 of Lesson 6.

## PART 2

We may elect either men or women to serve us in Congress.
Do you know the name of any woman who has been a member of Congress?

Direct the student to Part 2 in the student's book.

Explain the word **equal** carefully. Show the student that people have equal rights to vote and to hold office.

Read the lesson to yourself. * * *
Now read the lesson to me. * * *

The student is then ready for Part 3 of Lesson 6.

## PART 3

Show the student the picture of the Capitol and talk to him about it.

Here is a picture of our Capitol. The House of Representatives meets in the one wing. The Senate meets in the other wing.
Above the great dome is a bronze statue of Freedom.
George Washington laid the cornerstone of our Capitol in 1793.

Show the student the floor plan of the Capitol on page 28 and call his attention to the different parts.

Can you find the House Chamber? * * * Can you find the Senate Chamber where the Senate meets? * * *
Statues of famous men from different States are to be seen in National Statuary Hall. Can you find it? * * *

Direct the student to Part 3 in the Student's book.

In this part we shall do just as we did before. You are to do just what this page tells you to do.

Direct the student to the Work Sheet for Lesson 6.
Later this work sheet will be sent to his Correspondence Teacher.

The student is then ready for Part 1 of Lesson 7.

LESSON 7

# The House of Representatives

## PART 1

Do you remember what we read about the Convention of 1787?

You will recall that the Congress asked each State to send men to Philadelphia. These men were to meet to plan for a stronger government. The men did not all think alike.

Some of the men believed that the Union was a union of States. Some of them did not believe that. They said the Union was a union of the people.

When they talked about a new Congress, the men from the smaller States wanted each State to have the same number of representatives. The men from the larger States did not think that would be fair. They said that the Union was a union of the people and that the State having the most people should have the most representatives.

The men who wrote the Constitution said that both sides were right. The Union was a union of the people, and it was also a union of the States. Because it was a union of the people, the representatives in one House should represent the people. Because it was a union of States, the members of the other House should represent the States.

Our lesson today is about the House that represents the people.

Direct the student to Part 1 in the student's book.
Teach him any of the new words he does not know.

Now read this lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 2 of Lesson 7.

## PART 2

The chief officer of the House of Representatives is the Speaker. He is chosen by the Representatives. He is a Member of the House.

Of course he could not do all the work himself. He has to have help. The House selects a Clerk, a Secretary, and some other officers to help him. These men are not Members of Congress. They do not vote in the Congress.

The House represents the people. It is the people who must pay taxes. The Constitution says that all tax bills must start in the House. Do you see why?

Representatives are elected for two years. They are all elected at the same time. If the people like the work of their Representative, they may reelect him.

Who is our Representative?

Direct the student to Part 2 in the student's book.
Teach him any of the new words he does not know.

Now read this lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 3 of Lesson 7.

## PART 3

Talk about the picture. Explain where the Representatives sit.

Direct the student to Part 3 in the student's book.

When he has done the work, he will correct it for himself. He will ask you what he is to do next.

Then direct the student to the Work Sheet for Lesson 7. Later this work sheet will be mailed to his Correspondence Teacher.

The student is then ready for Part 1 of Lesson 8.

LESSON 8

# The Senate

## PART 1

Today we are going to read about the Senate. This is the branch of Congress that was made to represent the States. Every State sends two people to the Senate. These people are called Senators.

Even the smallest State sends two men or women to the Senate. The larger States may send only two persons to the Senate. This is because the Senate was made to represent the States. In this way the States each have an equal part in our Government.

This was a very important point in our early history. Until 1913, Senators were chosen by State governments. Since that time they have been elected by the people.

Direct the student to Part 1 in the student's book. Teach him any of the new words he does not know.

Read this lesson to yourself. * * *
Read it to me. * * *

Ask the student questions about the lesson.
The student is then ready for Part 2 of Lesson 8.

## PART 2

In the House of Representatives, the Members choose the Speaker from among themselves. This is not the way it is done in the Senate.

The chief officer of the Senate is called the President of the Senate. He is the Vice President of the United States. This plan is given in the Constitution. He does not vote except when there is a tie. At such time he may vote. The Vice President of the United States is elected by the people and is the person who takes the place of the President if the President is unable to carry on his work because of illness or death.

The Members of the House of Representatives are all elected every two years. They are elected for two years. The Senators are elected for six years. Every two years one-third of them is elected. In this way there are always two-thirds of the old Members left. These will know about the laws that are to be considered.

Can you think of all the differences between the two Houses of Congress?

Direct the student to Part 2 in the student's book.
Teach him any of the new words he does not know.

Now read this lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 3 of Lesson 8.

## PART 3

On page 43 is a picture of the Senate Chamber.

Talk over this lesson with the student. Ask him the differences between the two Houses, and between the Representatives and the Senators.

Direct the student to Part 3 in the student's book.
When he has done the work he will ask you what he is to do next.
Direct the student to the Work Sheet for Lesson 8.

Some of the work on this work sheet is different from what you have done before. You are to fill in the spaces in the table.

I will help you if you need help. * * *

When the student has finished the Work Sheet for Lesson 8, place the following papers in an envelope for mailing:

Work Sheet for Lesson 6
Work Sheet for Lesson 7
Work Sheet for Lesson 8

Address the envelope and mail it to the Correspondence Center.
The student is then ready for Part 1 of Lesson 9.

LESSON 9

# Rules and Committees

## PART 1

You know how the people are represented in the Congress. Now we shall learn how the Congress works.

Our Constitution at first said the Congress should meet on the first Monday in December. Later the Constitution was changed to allow the Congress to meet on the third day of January.

Our Constitution can be changed when it is necessary. You will learn about these changes later.

Direct the student to Part 1 in the student's book.
Teach him the new words as you have done before.

Read this lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 2 of Lesson 9.

## PART 2

There are 435 Members in the House of Representatives. There are 100 Senators. The Congress then has more than 500 members.

If each member presented only one bill to the Congress there would be more than five hundred bills. Just think of trying to read that many bills! There would be little time to study the bills. How, then, can the Congress make laws?

Congress divides itself into groups. One group will read the bills about taxes. Another group will read the bill about naturalization, and so on. In this way bills are studied very carefully. There groups are called committees. If the committee finds that there is really a need for the law, it makes a report about the bill. The members of the whole House can then decide what to do. If the committee believes the bill would not be a good law, the bill is dropped.

Direct the student to Part 2 in the student's book.
Teach him any of the new words he does not know.

Read this lesson to yourself. * * *
Read it to me. * * *

The student is then ready for Part 3 of Lesson 9.

## PART 3

You will need the map shown at the top of page 49. It shows how many Representatives each State sends to Washington.
How many do we send from our State?

Direct the student to Part 3 in the student's book. The work on this page is a little different from what he has done before. He may need your help at first, but do not help him more than he needs.
When he has done the work he will ask you what he is to do next.
Direct the student to the Work Sheet for Lesson 9.
You will probably need to explain the questions to the student. If it is necessary you may write the answers for him.
Later the work sheet will be mailed to his Correspondence Teacher.
The student is then ready for Part 1 of Lesson 10.

LESSON 10

# Powers of the Congress

## PART 1

The powers that Congress has were given to it by the people. The people did not give up all their powers. Some powers were kept for the States. Some they kept for themselves.

Congress can only do the things the Constitution allows it to do. What are some of these things?

Congress may coin money. The people gave it that power. What would we do if every one of our fifty States made its own money? We might have fifty different dollars. They might not have the same value. So we, the people, took away this power from the States and gave it to the Nation.

The people gave to Congress their right to declare war. No State may declare war. Because this power was given to Congress, we had to give Congress the power to raise an Army. It must also support a Navy and an Air Force.

Congress would need a lot of money to carry out all the duties given to it. So the people gave Congress the right to tax the people to raise money.

Direct the student to Part 1 in the student's book.

Ask him if he knows any of the words at the top of the lesson. Teach him the new words.

Read this lesson to yourself. * * *
Read the lesson to me. * * *

The student is then ready for Part 2 of Lesson 10.

## PART 2

We must not think of our Government as though it were a body of men and women, in some far off place. It is not. Our Government is "we the people." Later you may be given the right to vote. It is more than a right, it is a duty. The Congress will be your Congress.

The powers that Congress has were given to it by the people. The people gave Congress these powers for the good of the Nation.

Congress makes laws so that foreign-born people may become citizens. Other laws tell about post offices. Trade between the United States and other countries is regulated by Congress. These powers and many others were given to Congress for the welfare of the people.

Direct the student to Part 2 in the student's book.
Teach him the new words as you have done before.

Read this lesson to yourself. * * *
Now read it to me. * * *

Ask the student questions about the lesson. Try to get him to see that powers are given to Congress by the people, and that this is done for the good of the people.

The student is then ready for Part 3 of Lesson 10.

## PART 3

Congress has so many great powers that you might think it can make any kind of law. This is not so. It gets its powers from the Constitution. The Constitution tells what laws the Congress cannot make.

The Congress may not make a law putting a tax on things shipped out of our country. It may not make laws taxing different people different taxes in different States. The laws must be the same for all people in all the States.

Sometimes Congress uses powers that are not written in the Constitution, but that are necessary. Congress may make laws about post offices. Of course a post office must be in a building. So Congress may pass a bill to buy land for a post office. This power was not given to it by the Constitution.

Later you will learn who decides what the Constitution means.

Direct the student to Part 3 in the student's book.

You are told exactly what you are to do in the exercise "Something To Do."

Direct the student to the Work Sheet for Lesson 10.

You will probably need to help the student. It is a little different from what he has done before.

Later this work sheet will be mailed to his Correspondence Teacher.

The student is then ready for Part 1 of Lesson 11.

LESSON 11

# The Congress Makes Laws

## PART 1

Any one of us may write a bill that we would like to see become a law. You may write a bill. I may write a bill. Only a Representative or a Senator can start the bill in Congress.

Even Senators may not start a bill to tax the people. The Constitution tells us that only Representatives may do this.

When a Representative starts a bill he gives it to the Clerk of the House. The Clerk gives the bill a number and reads the number and the title to the Members. This is called the "first reading." Then he sends it to a committee.

The committee tries to learn whether the bill fills the needs of the people. The committee may call in a great many people to speak for or against it. The members of the committee want to know what is needed and what the bill will do if passed.

After hearing all they want to know, they discuss the bill in private sessions. If most of the members like the bill, they make a report on it. They recommend it to the House. Then the bill is read to the House and discussed.

There are so many Representatives that they must limit the time for discussing the bill.

If the bill is passed by the House it goes to the Senate.

Direct the student to Part 1 in the student's book.
Teach him any of the new words he does not know.

Now read this lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 2 of Lesson 11.

## PART 2

When the bill reaches the Senate it is sent to a Senate committee. The committee may hold hearings and change the bill. It may recommend the bill as it is or vote against it.

If the committee votes against the bill, the bill dies. If the committee approves the bill, the Senators discuss it, or they may even change it.

If the Senate changes the bill it is sent to a committee of Members of both Houses. Here the changes are talked about, and the Members try to get a bill that will suit both Houses.

A bill must have the approval of both Houses before it can be passed.

When a bill is changed and passed, both the Speaker and the Vice President sign it. It is then ready for the President.

The President may sign it, or he may refuse to sign it. If he does not sign it he sends it back to the House where it started and gives his reasons for not signing it.

When signed by the President it becomes a law.

Everyone in a democracy should obey every law. Can you tell me why everyone should obey the law?

Discuss this with the student. Try to make him understand that everyone should obey the laws. If the law is bad it should be changed, but until it is changed it must be obeyed.

Direct the student to Part 2 in the student's book.

Teach him any of the new words he does not know.

Read the lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 3 of Lesson 11.

## PART 3

If you live in a city or town or even a village, you will find a lawmaking body there. The lawmakers are elected by the people to make laws for the good of all the people living there.

If you live in the country you will find a lawmaking body there. The lawmakers are elected by the people to make laws for the good of the people living in the country.

In the same way the State makes laws for the good of the people of the State. The lawmakers are elected by the people of the State.

The same thing is true of our Nation. We elect lawmakers to make laws for the good of all the people of the Nation.

In the United States we always give people a chance to speak for a bill, or against a bill, before the bill is acted upon. However, as soon as the bill becomes a law, it must be obeyed.

Do you have laws in your home? Who helps make the laws of your home?

Should one person make the laws for a Nation? Should one person make the laws for a State?

Should one person make the laws for your home?

What do you think?

Look at the picture at the beginning of the lesson. What do you think the Committee is talking about? Would the Committee do better work than one person?

Direct the student to Part 3 in the student's book.

When he has done the work he will correct it for himself. He will ask you what he is to do next.

Then direct the student to the Work Sheet for Lesson 11.

When he has finished this work, he will ask you what he is to do next.

I will read you a little story. * * *

## PROBLEM 2

The problem that follows is to be read or told to the student. It may be necessary for you to explain what certain parts mean. The important thing is to be sure that the student understands the problem.

Jacob and his wife, Petronella, sat silently but happily in their living room. Jacob was contentedly puffing away on his pipe, while Petronella's busy fingers worked on her knitting. Both were living over again the things that had happened. Their daughter Gretchel had been graduated from the university that very evening.

Jacob was the first to break the silence. "We are lucky people. Not many men have a daughter like our Gretchel. She is smart. See how she went to the high school. Then through the university. What did the Chancellor say about our Gretchel? She had the highest marks in the class, or some such thing. Anyway it was good, and all the people clapped."

"It was good that I came to this country. In the old country this could not happen."

Petronella nodded her head in approval and added, "And such a good cook! She can keep house as well as I can. Sometime maybe she will want to be married. A man will be lucky to get her."

Jacob was about to reply when their daughter arrived. He could hear her saying "Goodnight" to someone on the porch, but still she kept on talking.

Jacob frowned, and wondered to whom she was talking.

Soon Gretchel entered the room. Her face was lit up with happiness.

"I have a surprise for you!" she cried. "Robert and I are going to be married."

Jacob and his wife sat still, unable to say a word. Then Jacob could hold his feelings no longer.

"No, no," he cried, "it must not be. I forbid it. That Robert, he is not the man I want for you. I do not like him. He is not one of us. He is American. There are plenty of good old-country men we can find for you. If you want to get married, your mother and I will find you a good husband. But you cannot marry Robert. I say, 'No.' I will not have it!"

Poor Jacob. Never before had his wishes been turned aside. Gretchel was determined to marry Robert. Gretchel and her parents argued long that night. When they went sorrowfully to bed, the question was still unsettled.

Should Gretchel give up her idea of marriage with Robert? What should Jacob do?

What do you think Gretchel should do?
What do you think Jacob should do?
Think this over.

Do not try to help the student answer the problem. You are only to make sure he understands the problem.

When the student tells you what he believes is the answer, have him write it on Work Sheet 11, or you may write it for him.

Now that you have read another book about our Government you are to take an examination. This will show you what you have learned and what you have not yet learned.

The student may review the lessons in his textbook, if he wishes, before taking the examination.

When he is ready, give him Examination 2, which is given at the end of this book. Help him get started if he needs help. He should not use his books while taking the examination.

When the student has finished the work you are to answer two questions. These are at the end of Examination 2.

Then place the following papers in an envelope for mailing: Work Sheet for Lesson 9, Work Sheet for Lesson 10, Work Sheet for Lesson 11, and Examination 2.

Address the envelope and mail it to the Correspondence Center.

The student is then ready for Part 1 of Lesson 12.

LESSON 12

# We Choose Our President

## PART 1

In your book you read how our Constitution came to be written. You learned something about what powers the Constitution gives to our Government.

You also learned how the Congress is chosen. You learned what laws it may make and how it makes laws.

Today we are going to read about another part of our Government. Our Government is really a very big business. Every business must have a manager. A business cannot get along without a manager. Even a very small store must have a manager. Surely a great business like our Government must have a manager. It does. He is called the President of the United States.

Who may be President? Our Constitution answers this question.

Direct the student to Part 1 in the student's book.
Teach him the new words as you have done before.

Now read this lesson to yourself. * * *
Now read it to me. * * *

Ask the student questions about the lesson.
The student is then ready for Part 2 of Lesson 12

## PART 2

You have heard about political parties. Perhaps you have heard about the Republicans or the Democrats holding a convention. The Constitution does not tell us anything about political parties.

People do not all think alike. They have different ideas about some things. They have the same ideas about other things. People who have the same ideas about government make up a political party.

The members of each political party choose representatives to select a man they think will be a good President. He is called their candidate. The candidates talk to the people. They tell the people how they think the country should be run. They promise the people things they will do if they are elected.

You see the people rule in a democracy. That is why the candidates talk to the people. Of course we might do without political parties. In such a large country as this, it would be very hard for the people to know anything about all the candidates. That is one reason why we have political parties.

Do you know of three political parties?

Direct the student to Part 2 in the student's book.
Teach him the new words as you have done before.

Read this lesson to yourself. * * *
Now read it to me. * * *

Ask the student questions about the lesson.
The student is then ready for Part 3 of Lesson 12.

## PART 3

The lesson is about the manager of our Government.
You have already learned all the words in this lesson.

Direct the student to Part 3 in the student's book.

In our book you will do just as you did before. Do just what it tells you to do.

Direct the student to the Work Sheet for Lesson 12.
Later this work sheet will be mailed to his Correspondence Teacher.
The student is then ready for Part 1 of Lesson 13.

LESSON 13

# We Elect Our President

## PART 1

Every four years we elect a person to be our President. We cannot elect the same person more than twice. Some Presidents have served only one term. If we do not like the way our President manages our Government, we can work to have a new President. If enough of us want to change, we can get another person to manage our Government. This is the way a democracy works.

The Constitution does not tell us we may vote for a President. It tells us that we must vote for electors. These electors vote for the President. This is really the same as if we voted for the President. We know for whom the electors will vote.

When our Nation was young we elected men to find a good man to be President. These men were called electors. It was their duty to choose a good man to be the next President.

We still elect the electors, but they do not have a free choice. They tell us whom they will vote for before we elect them.

Direct the student to Part 1 in the student's book.
Teach him the new words as you have done before.

Now read the lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 2 of Lesson 13.

## PART 2

Soon after the election is over, Congress counts the votes of the electors. The candidate who is elected becomes our President.

He takes office in January. The first thing he must do is to take the oath of office. The Constitution orders that this must be done. He promises to protect and defend the Constitution. He promises to carry out the duties of the President.

Many people from all over the country go to Washington to see the President take office. After he takes office he makes a speech. He tells the people what he would like to see done in the next four years. This speech is often called the "inaugural address."

If we cannot go to Washington to hear the address, we can hear it on the radio or see the ceremony on television. We can read the inaugural address in our newspapers.

Direct the student to Part 2 in the student's book.
Teach him the new words as you have done before.

Read the lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 3 of Lesson 13.

## PART 3

Before the election we talk about the persons who are candidates for President. Each one of us decides which candidate he likes. We may try to get other people to vote for our choice. We may talk against other candidates. We may even disagree with other people about the candidates.

After the election is over, all this is changed. The person who is elected is our President. He may not be the man we wanted. That makes no difference. He is the President of the Nation. We must respect him. All our election quarrels must be forgotten. Everyone should work to make the new term the best term in our history.

That is the way we do in the United States. That is the proper way to do in a democracy. Any other way keeps democracy from being successful.

The same thing is true of our President. He tries to forget all the things said against him before election. He knows he is now the President of a great Nation. He is more than a candidate of a political party. He wants to be a good President of the United States.

Talk over this lesson with the student. Try to get him to understand that in a democracy the majority rules. The minority bows to the will of the majority.

Direct the student to Part 3 in the student's book.

When he has done the work he will ask you what he is to do next.

Direct the student to the Work Sheet for Lesson 13.

Later the work sheet will be mailed to the Correspondence Center.

The student is then ready for Part 1 of Lesson 14.

LESSON 14

# Powers and Duties of the President

## PART 1

The President is the manager of the business of our Government. Like any other manager he must have power. He has a great many duties. In his oath of office he promises to do his duty faithfully. What are some of these duties?

He must enforce all Federal laws. He must enforce all treaties. He is the Commander-in-Chief of the Army, Navy, and Air Force. He must be given great powers to do his duty.

Some of his powers are given to him by the Constitution. Other powers are given to him by Congress.

Of course he cannot do all his work alone. He must have help. He is given the power to appoint many people to government jobs.

Direct the student to Part 1 in the student's book.
Teach him the new words as you have done before

Read this lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 2 of Lesson 14.

## PART 2

The President of our Nation is one of the most powerful persons in the world. He appoints thousands of people to government jobs. Some of the appointments must be approved by the Senate. Many of them do not need the approval of the Senate.

As Commander-in-Chief the President may send the Army, Navy, and Air Force anywhere to protect American lives and property.

The President has power to pardon those who have broken the laws of the United States.

The President signs bills of which he approves. They then become Federal laws. He may refuse to sign bills after they have been passed by both the Houses of Congress. He sends them back with his reasons for refusing to sign them. This is the "veto" power of the President. Such bills do not become Federal laws unless two-thirds of each House vote to pass them over the President's veto.

The work of the President and his helpers comes into your life every day. The mail you get or send is taken care of by the Government. The money you have was printed or made by the Government. The Federal taxes you pay are collected by our Government.

Do you see why we say the President is one of the most powerful persons in the world?

Direct the student to Part 2 in the student's book.
Teach him the new words as you have done before.

Now read the lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 3 of Lesson 14.

## PART 3

You should notice one thing about the Constitution. It is what we often call a "system of checks and balances." It is very common in our form of government.

For example, the Representatives of several large States might get a bill through the House of Representatives that would be unfair to smaller States. The Senate would act as a check upon such a bill.

Congress might pass a bill that the President would veto. His veto acts as a check upon Congress. Congress has the right to pass the bill over the veto of the President. Thus it acts as a check over the power of veto.

The makers of our Constitution knew that sometimes courts made mistakes. They had seen innocent people punished. So they gave the President power to pardon persons found guilty of breaking Federal laws. This power acts as a check on the powers of the courts.

There are many other checks and balances.

Try to get the student to see that, although great powers are given to the President, there are also many checks on his power.

Direct the student to Part 3 in the student's book.

When he has done this work he will ask you what he is to do next.

Direct the student to the Work Sheet for Lesson 14.

When he has finished the Work Sheet for Lesson 14, place the following papers in an envelope for mailing:

Work Sheet for Lesson 12, Work Sheet for Lesson 13, Work Sheet for Lesson 14.

Address the envelope and mail it to the Correspondence Center.

The student is then ready for Part 1 of Lesson 15.

LESSON 15

# The Cabinet

## PART 1

When our Nation was young, there was not so much business to be done. The President had only four Departments to help him. The four Departments were the Department of State, the Department of War, the Department of the Treasury, and the Department of Justice.

The heads of these Departments were the members of the Cabinet. The first three were called Secretaries of the Departments. The head of the Department of Justice was called the Attorney General.

Our Nation has grown so large and great that we now have eleven Departments to help the President. The eleven heads of these Departments make up the Cabinet.

First we shall read about the first four.

Direct the student to Part 1 in the student's book.
Teach him the new words as you have done before.

Now read this lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 2 of Lesson 15.

## PART 2

Now we shall read about the other seven members of the Cabinet. They are the Secretary of the Interior, the Secretary of Agriculture, the Secretary of Commerce, the Secretary of Labor, the Secretary of Health, Education, and Welfare, the Secretary of Housing and Urban Development, and the Secretary of Transportation.

You will know from the names of the Department what the work of the Department is.

Direct the student to Part 2 in the student's book.
Teach him the new words as you have done before.

Now read this lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 3 of Lesson 15.

## PART 3

Look at the picture on page 85 of your book. Can you identify some of the persons in the picture?

Sometimes both the Vice President and the President meet with the Cabinet.

The members of the Cabinet are appointed by the President with the approval of the Senate. Usually they are members of the same party as the President. They hold office as long as the President wishes.

The Cabinet meets with the President as often as the President desires. The President may ask the members for their advice. He does not have to follow their advice.

Each member keeps the President informed about his Department.

Direct the student to Part 3 in the student's book.
When he has done the work he will correct it for himself. He will ask you what he is to do next.
Then direct him to the Work Sheet for Lesson 15.
Later this work sheet will be sent to his Correspondence Teacher.
The student is then ready for Part 1 of Lesson 16.

LESSON 16

# Other Services of Our Government

## PART 1

The business of our Government is the welfare of the people. That is really why we have a government. The eleven Departments we have studied are all doing their best for the good of the people.

These eleven Departments cannot take care of all the needs of the people. Congress sets up agencies or commissions to meet some of our needs.

One commission that has been set up is the Civil Service Commission. The President could not examine all the people who wanted Government jobs. So Congress set up an agency to do this work. This Commission prepares tests and looks into the fitness of those who wish to work for the Government.

After the first World War, there were many disabled men. Congress set up an agency called the Veterans Administration to care for the needs of veterans, their widows, and their dependents.

Some of these agencies are so necessary that they become a fixed part of our Government. Others are set up to do a certain thing and when that is done the agency is closed.

There was once a Department known as the Post Office Department, headed by a Cabinet officer. This was changed in 1970 and the functions transferred to an independent agency, the United States Postal Service.

Direct the student to Part 1 in the student's book.
Teach him the new words as you have done before.

Read this lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 2 of Lesson 16.

## PART 2

When our Nation was small there was little need for agencies to help people. As our country grew, the needs of the people also grew.

New inventions change our way of living. The railroads, the airplane, the radio, television, and many others each helped to change our way of living. Every change brings new problems.

At first, people lived on farms or in small villages. Each farm had its own well. Each village had its own village pump. These took care of the needs of the people for water. As the towns grew larger the water supply had to be made larger. Pure water is necessary for health. The water problem then became a health problem.

When safeguards for public health became a great need, Congress set up a Public Health Service. Today, that Service is a part of the Department of Health, Education, and Welfare.

Do you see why our needs are always changing? Do you see why we need government agencies?

Direct the student to Part 2 in the student's book.
Teach him the new words as you have done before.

Now read this lesson to yourself. * * *
Now read it to me. * * *

Talk over our changing needs with the student.
The student is then ready for Part 3 of Lesson 16.

## PART 3

In the early 1930's many people lost the money that they had put in banks. At once a need arose for the Government to insure our savings. Congress started an agency to insure deposits in banks.

People who put their savings into the building of railroads expect to receive a profit. People who ride on railroad trains want low rates. Both sides are right in their ideas. But if the railroads charge too much, it is unfair to other people. Here the need for an agency is seen. Congress started the Interstate Commerce Commission to set railroad rates so that the rates would be fair to all.

Direct the student to Part 3 in the student's book.
When he has done the work he will ask you what he is to do next.
Direct the student to the Work Sheet for Lesson 16.
Later this work sheet will be mailed to the Correspondence Center.
The student is then ready for Part 1 of Lesson 17.

LESSON 17

# The President and Our Neighbors

## PART 1

Have you ever heard the story of Robinson Crusoe? He was a sailor. He sailed to many different parts of the world. He liked to see the people in the countries he visited. Sometimes he would trade with these people. They would give him things they had made in exchange for beads and knives.

On one of these voyages to far away places there was a very bad storm. For three days the ship was tossed about. Great waves swept the decks, and many of the poor sailors were drowned.

Then just as it was getting light in the morning there was a dreadful crash. The ship had struck a rock. Robinson Crusoe was thrown into the water. Not far away he could see land.

He felt sure that the ship was sinking, so he began swimming to the land. At first he heard the cries of the other sailors in the water. Soon these voices stopped, and Robinson Crusoe struggled on alone. Then came a time when he was so tired that he thought he would give up.

Just then his feet touched the land. In a few minutes he was safe. He was so tired that he went fast asleep right there on the sand.

When he awoke the sun was shining brightly and birds were singing in the trees. Robinson Crusoe was hungry and was glad to find some coconuts. He wandered about looking for any other sailors who might have reached the land. He could not find anyone, but he did find a spring. He threw himself down on the ground and drank the water as it bubbled out of the rocks.

Not far from the spring there was a high hill, and Robinson Crusoe thought he would climb to the top of it to see whether he could see any sailors or perhaps some people and houses.

It was a long climb, but he managed to reach the top. He looked around, but there was no one in sight. That was not the worst of it. He saw he was on an island. Everywhere as far as he could see, there was the ocean. He was alone on an island.

At first Robinson Crusoe was glad he was safe. After a while he began to grow sad. There were no neighbors to talk to. There was no one to trade with. Then he thought that he might have to live alone for the rest of his life. That would be terrible.

The next day he wandered along the coast looking for anything that might have been washed ashore from the wrecked ship. Soon he came upon a big box. He broke it open with a rock and emptied the box on the sand.

There were carpenters' tools, and a small bag of gold coins. Robinson Crusoe was happy to find the tools, but not the money. What is the good of money if you have no neighbors to buy things from? As Robinson Crusoe walked farther along, he came across a small sack of wheat. This he carried up to the spring and washed in the water. He hoped that the salt ocean water had not spoiled the wheat.

The next day he planted his wheat as well as he could. He had to scratch the ground with a branch broken from a tree to make a bed for the seed.

Every day Robinson Crusoe worked hard. There were so many things he needed. He wanted a house. He wanted a table and a chair, and a bed to sleep on.

He had never thought about it before, but now it seemed that a man could hardly live without neighbors. Here he had to make everything for himself. When his clothes wore out he could not go to a tailor. He had to make clothes out of the skin of a goat he had killed.

The months passed by, and Robinson Crusoe was delighted to find his wheat growing well. He had found a cave, and with his tools he had made a rough table and a chair. He thought that later he would try to make a bed.

It was slow work doing everything for himself. He had to find food to eat. He could not go to a neighbor and buy some fresh meat. Instead he must catch birds or go fishing.

At last his wheat grew ripe. He carefully gathered it and put some away for seed. The rest he crushed between two flat stones to make flour. The flour was very coarse, but still it was a change. Using some flat stones he built a little oven and made a fire around it. Then he put in some dough made of flour and water. The bread made this way was very much different from the fine loaves that his old neighbor used to bake.

One day he caught a young parrot. He clipped a wing so the parrot could not fly away. Robinson Crusoe spent many hours trying to teach the parrot to talk. At last a day came when he heard someone calling "Robinson Crusoe. Robinson Crusoe." He rushed from his cave to find out who was calling him. It was his parrot. It was nice to hear a voice again. Even the voice of a parrot sounded pleasant to his ears.

One morning, after many years of living alone, Robinson Crusoe saw a ship coming to the island. He rushed down to the shore and danced with delight. The sailors thought Robinson Crusoe might be a wild man. Indeed, he looked like one.

The ship carried Robinson Crusoe back to his own country where he lived for many years. His neighbors used to come to him to listen to him tell about his life on an island where there were no neighbors.

* * * *

That is the story of a man who lived for many years without neighbors.

Do you think it would have been different if some more men had been saved?

Would Robinson Crusoe have been happier if a carpenter had been saved as well? A tailor? A farmer?

Do we live better when we have neighbors?

Direct the student to Part 1 in the student's book.
Teach him the new words as you have done before.

Now read the lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 2 of Lesson 17.

## PART 2

Robinson Crusoe could live alone on an island for many years. Do you think he lived well? Would not he have been much happier if he had had friendly neighbors?

Nations are very much like people. They like to trade with each other. Each nation can buy and sell to its neighbors. If the United States did not trade with other nations, we should have to go without many things, just as Robinson Crusoe had to do without things.

You would never have tea, coffee, pepper, ginger, or other spices, and many other things. All these come from other nations. Ships bring them to us, and we send things back that they do not have. This is called trade or commerce.

The same thing is true of other countries. If they did not trade with us, they would not have our typewriters, cars, farm machinery, and other things we make.

Would you like to live in a country without neighbors?

Nations as well as people want good neighbors.

Direct the student to Part 2 in the student's book.
Teach him the new words as you have done before.

Now read this lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 3 of Lesson 17.

## PART 3

We have learned how a man lived without neighbors. We have learned how a country gets along without neighbors.

We would not like to live either way. We want to trade with our neighbors.

Our trade with other nations can only be carried on when we are at peace with those nations. We like to live at peace with our neighbors. Then we can trade with them and get things we do not have here.

Our President or someone he appoints is the only person who can speak for the United States.

Other nations send ambassadors or ministers to this country to represent them. We send representatives to other countries to represent the United States. The President receives ambassadors and ministers. The Department of State and the President work to keep on friendly terms with other nations. We like friendly nations.

We like friendly neighbors. Our President tries to make us a good neighbor to the other countries on this side of the Atlantic Ocean. We meet with our neighbor nations to talk about defense and trade. We want to be friends with them.

Direct the student to Part 3 in the student's book.
When he has done the work he will ask you what he is to do next.

Direct the student to the Work Sheet for Lesson 17.
When he has finished the Work Sheet for Lesson 17 he will ask you what he is to do next.

Now I will read you another story.

# PROBLEM 3

The problem that follows is to be read or told to the student. It may be necessary for you to change the wording so the student can understand it better. The important thing is to be sure that the student understands the problem.

Daniel Schott was talking loudly to the man from the dairy. He always talked loudly when he was angry. He was angry now. Why should he not be? Here was a man coming out from the city to tell him his milk was not clean.

"It's no use saying more about it, Mr. Schott," the dairy agent was saying. "Your milk has been tested again and again, and still we find traces of typhoid germs. The Health Department has insisted that we do something about it. We have tested samples of milk from all the farms, and your farm is the one that has been sending us the milk containing typhoid germs." Then he added, "We cannot buy milk from you until this is cleared up."

"It's so foolish," Mr. Schott grumbled. "We have no sickness here. My cows are all in good health, and I wash the cans myself every day. I know they are clean. Besides, I bought Jersey cows because you told me you would buy the milk. Now you say you won't buy the milk. Who is to pay me for the cows if they are no good?"

"Your cows are good, Mr. Schott," said the agent. "But somehow the milk gets typhoid germs into it."

"That's foolish," said Daniel. "Two years ago when I had typhoid fever, you maybe could have been right, but now I am well. There is no typhoid in me."

"So you had typhoid two years ago," said the agent. "I should not be surprised if you are the one that is spreading the disease. When you wash the milk cans you probably get germs into the cans."

"Such foolishness," said Schott. "Haven't I told you I don't have it now?"

"Well, Mr. Schott, why don't you go to a doctor to find out? Anyway we can't buy your milk and that's that," said the agent as he left.

Poor Daniel could not figure out what to do. If he could not sell his milk how could he feed his stock? How would he feed his family? Why should he go to a doctor when he wasn't sick? What business was it to anybody else if he had had typhoid? Maybe he could sell the milk to people he knew in the city. Maybe he could start a lawsuit against the dairy. They had promised to buy the milk.

Daniel Schott did not know that some people who get over typhoid can still carry the disease, and that he was one of them. If he had gone to a doctor he would have learned this, but would that help him?

What do you think he should do?

Tell me what you think.

Write the student's answer on the Work Sheet for Lesson 17.

Now you are going to take an examination. You may read your book over before you begin if you like.

When the student is ready, give him Examination 3, which is at the end of this book.

When the student has finished Examination 3, place the following papers in an envelope for mailing:

Work Sheet for Lesson 15
Work Sheet for Lesson 16
Work Sheet for Lesson 17
Examination 3

Address the envelope and mail it to the Correspondence Center.
The student is then ready for Part 1 of Lesson 18.

LESSON 18

# Four Great Freedoms

## PART 1

If you were asked to tell about the most valuable thing you own, what would you say? Would you talk about your home or your farm? Or would it be money or perhaps your car? What would it be?

The most valuable thing you have is a guarantee from the Government. This guarantee is often called the Bill of Rights. The first 10 amendments to the Constitution make up the Bill of Rights.

Today you are going to read about some of these rights and freedoms.

Direct the student to Part 1 in the student's book.
Teach him the new words as you have done before.

Read the lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 2 of Lesson 18.

## PART 2

Many of the colonists came to this country because they were not allowed to worship God in their own way. They wanted a place to live where they had the freedom to go to their own church. They wanted to live where they might have freedom of speech.

Not all the colonists belonged to the same church. The people of one colony did not always like the church of another colony. They each wanted freedom of their own religion. They saw that the only way each could have freedom of religion was for all the States to have it.

Many of the colonists had been punished for speaking against the king. Most of the colonists knew of some of their own people who had been punished for things they had said. After the colonies became States they still wanted the right of free speech. So it was added to the Constitution.

In colonial times, newspapers were not allowed to print what they wanted to. Benjamin Franklin's brother was sent to prison several times for daring to find fault with the government. Then at last a very famous case came before the

courts. A poor printer had found fault with a governor. Everyone thought he would be severely punished. But a great lawyer came all the way from Philadelphia to help the printer. He made the case seem very clear. The printer had printed only the truth.

The jury paid no attention to what the judge told them and said that the printer had a right to print his ideas. This was the first case of the "freedom of the press." This freedom was added to the Constitution.

If people had the right to say what they pleased and to print what they pleased, then they must have the right to get together and talk things over. So the right to hold meetings was added to the Constitution.

Direct the student to Part 2 in the student's book.
Teach him the new words as you have done before.

Read this lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 3 of Lesson 18.

## PART 3

Why was the Bill of Rights added to the Constitution? Why was it not put into the Constitution when it was written? You may remember that the men at the Convention worked for many months. At times it seemed as if the States could never agree.

Almost all of the States were afraid of giving the Nation too much power. They wanted the States to have the power.

Some of the States said that the Bill of Rights should not be in the Federal Constitution because it was already in the State constitutions. Because the States could not agree, the Bill of Rights was left out of the Constitution.

You may remember that nine States had to approve the Constitution before it became the law of the land. Some States would not approve the Constitution until they were promised that the Bill of Rights would be added. That was why the Bill of Rights was added.

The very first amendment to the Constitution names four of our greatest rights. We call them the four freedoms.

Direct the student to Part 3 in the student's book.
When he has done the work he will ask you what he is to do next.
Direct the student to the Work Sheet for Lesson 18.
Later the work sheet will be mailed to the Correspondence Center.
The student is then ready for Part 1 of Lesson 19.

LESSON 19

# Our Rights and Powers

## PART 1

Officers of the Government must be given the right to search a home. People do not like to have their homes searched. So one amendment acts as a check on the Government. It protects our rights in our home. It says that our homes cannot be searched unless a court orders the search. Do you see what is meant by a check?

The Government must be given the right to hold for trial people who break Federal laws. People do not like to be held for trial. The colonists had seen some persons held for trial for a very long time. Whether they had broken the law or not they were punished by being held a long time for trial. Some persons had been held for years before being tried. So the States put a check on the Government in another amendment. No person can be held for trial without a good reason, and the trial must be held without a long wait.

Direct the student to Part 1 in the student's book.
Teach him the new words as you have done before.

Read this lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 2 of Lesson 19.

## PART 2

Even though a person is accused of breaking a Federal law, he does not lose his rights. One of these rights is the right to have a trial by jury. A jury is a body of men and women who hear all about the case. The jury then must decide whether the person is guilty.

The accused person has the right to have witnesses and to hear what is said against him. He has a right to speak for himself at the trial if he wishes to do so. If he is unable to hire a lawyer, the court will appoint one.

Direct the student to Part 2 in the student's book.
Teach the new words as you have done before.

Read this lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 3 of Lesson 19.

## PART 3

All of our rights are not stated in the Constitution. In the United States we have many other rights. These rights cannot be taken away from us except under the law. Some of these rights are very important to us. We have a right to marry, to own a home, and to have a business. These rights are not given in the Constitution.

In the Ninth Amendment we are told that all the rights not named in the Constitution still belong to the people and must not be taken from them.

Direct the student to Part 3 in the student's book.

When he has done the work he will ask you what he is to do next.

Direct the student to the Work Sheet for Lesson 19. Later this work sheet will be mailed to the Correspondence Center.

The student is then ready for Part 1 of Lesson 20.

LESSON 20

# Equal Rights

## PART 1

You have learned about some of the rights of a citizen. The Constitution guarantees some of these rights. Other rights are protected by amendments. We all have equal rights.

In some countries people do not have equal rights. In the United States, poor people have the same rights as rich people. We think that a trial by a jury is a fair trial. So both rich people and poor people have the right to a trial by a jury.

In other countries a person might be punished and all his property taken away without any kind of trial.

The Constitution protects the people against unjust laws. It would not be fair to punish a person for doing something that was not wrong when he did it. So the Constitution says that no laws shall be passed that would do this.

Direct the student to Part 1 in the student's book.
Teach him the new words as you have done before.

Read the lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 2 of Lesson 20.

## PART 2

At the close of the Civil War three amendments were added to the Constitution. The Thirteenth Amendment put an end to slavery. The Fourteenth Amendment says that all persons born or naturalized in the United States are citizens of the United States. The Fifteenth Amendment states that no person shall be denied the power to vote because of his race or color. These three amendments were originally designed to free the slaves, to make them citizens, and to give them the right to vote. The Fourteenth and Fifteenth Amendments state

who are citizens of the United States and protect the rights of all citizens to vote regardless of race or color.

The Nineteenth Amendment says that a citizen shall not be denied the right to vote because of sex. That means that a woman shall not be prevented from voting because she is a woman.

These amendments really mean that the Government shall give equal rights to all people.

Direct the student to Part 2 in the student's book.
Teach him the new words as you have done before.

Read this lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 3 of Lesson 20.

## PART 3

The Declaration of Independence says that all men are created equal and that they have certain rights. Among these are life, liberty, and the pursuit of happiness.

The Constitution guarantees these rights to the citizens. They cannot lose these rights except under the regular ways of the law.

The property of a citizen may be needed by the Government. The Government cannot take it from the citizen except by paying him for it.

If a State passes a law that harms a person or his business, he has a right to a hearing in court. He is given a chance to show that his rights are being taken away.

Our Constitution and its amendments give all of us equal rights.

It is the duty of each of us to help everybody to enjoy those rights.

Direct the student to Part 3 in the student's book.
When he has done this work he will ask you what he is to next.
Direct the student to the Work Sheet for Lesson 20.

When he has finished the Work Sheet for Lesson 20, place the following papers in an envelope for mailing:

Work Sheet for Lesson 18
Work Sheet for Lesson 19
Work Sheet for Lesson 20

Address the envelope and mail it to the Correspondence Center.

The student is then ready for Part 1 of Lesson 21.

LESSON 21

# Equal Justice Under Law

## PART 1

You will remember that as soon as the colonies became free they set up State governments. They also set up a National Congress. This was before the Constitution was written.

The States set up their own courts. There was no Federal court. Congress could pass laws but could not enforce them. There were no Federal courts to explain the laws. This had to be done by State courts.

Often the State courts did not like to try their citizens for breaking Federal laws. Sometimes the State courts in one State explained a Federal law in a different way from a State court in another State. Do you see what that led to?

As soon as the States agreed to the Constitution, all this was changed.

Direct the student to Part 1 in the student's book.
Teach him the new words as you have done before.

Read this lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 2 of Lesson 21.

## PART 2

The Constitution set up the Supreme Court. It provided for other Federal courts. It gave Congress the power to set up other courts.

Congress has set up Federal courts for special cases. Here is one kind. You know that some articles from foreign countries are taxed when they are brought into this country. The tax may be fixed at a certain amount for each article or it may be based upon the value of the article. Often the owner of the article objects to the tax based upon the value. For example, the owner might bring in a fine piece of jewelry. He might claim its valuation is set too high, and that the tax should be less. Such a case would be heard in a special court.

Or perhaps a quarrel comes over a patent. Two people may each claim a patent right. That is, each one might claim he was the first to invent some article. Such a case would be heard in a special court.

Direct the student to Part 2 in the student's book.
Teach the new words as you have done before.

Read the lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 3 of Lesson 21.

## PART 3

The Fathers of our Constitution had seen many cases of injustice in courts. They knew that people did not always receive equal justice. They felt that there should be equal justice for all. They wrote into the Constitution a plan so that there would be equal justice for all.

They planned that the Federal judges should be appointed by the President. The judges do not depend upon the vote of the people. They do not make promises to the voters.

The Constitution gives the judges their positions during good behavior. The judges are not afraid they will lose their jobs. This helps equal justice for all.

The salary of the judges cannot be lowered during their term of office. The judges are not afraid their salaries may be cut. This also helps to make sure that there will be equal justice for all.

Talk over this lesson with the student. Try to get him to see that equal justice for all is one of the great things in a democracy and that we in the United States enjoy equal justice.

Direct the student to Part 3 in the student's book.

When he has done the work he will ask you what he is to do next.

Direct the student to the Work Sheet for Lesson 21. Later this work sheet will be mailed to the Correspondence Center.

The student is then ready for Part 1 of Lesson 22.

LESSON 22

# The Federal Courts at Work

## PART 1

Congress has made laws about our post office, about making money, and about income taxes. These laws and many other laws are called Federal laws.

Persons who are accused of breaking a Federal law must be tried by Federal courts. If anyone robs the mails, or makes a wrong report about his income tax, or coins money, he breaks a Federal law. He is then tried in a Federal court.

Most Federal cases start in a Federal district court. A Federal district court usually has a jury. It may have more than one judge. There are more than ninety districts in the United States.

Some persons may not like the decision of the district court. They may ask a higher court to review the case. The court that reviews it then is usually a Court of Appeals. Here no jury is used. There are eleven of these Courts of Appeals. There is one for each circuit into which the country is divided, and one for the District of Columbia.

Direct the student to Part 1 in the student's book.
Teach him the new words as you have done before.

Read this lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 2 of Lesson 22.

## PART 2

Some cases may be taken from the Court of Appeals to a still higher court. This is the Supreme Court. The Supreme Court is the highest court in our land. Later you will learn more about this court.

All Federal courts tell us what the laws mean. Each of us must obey the law. If we do not think a law is right we may work to have it changed. Even our Constitution can be changed if enough people want it changed.

Until laws are changed, everyone must obey them as they are. If people only obeyed the laws they liked, our Government could not last. That would not be a democracy. Let us all obey the laws.

Direct the student to Part 2 in the student's book.
Teach him the new words as you have done before.

Read this lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 3 of Lesson 22.

## PART 3

The Constitution names the duties of the Federal courts. Federal courts can hear only those cases named in the Constitution. All other cases are heard by local courts or State courts.

State courts generally do not try cases where a Federal law is broken. That is usually the work of a Federal court.

Federal courts were not set up by name in the Constitution. The Constitution ordered a Supreme Court to be set up. It also gave power to Congress to set up other lower courts if necessary. Congress has set up district courts in more than ninety districts. Congress also set up Courts of Appeals.

Direct the student to Part 3 in the student's book.
When he has done the work he will ask you what he is to do next.
Direct the student to the Work Sheet for Lesson 22. Later this work sheet will be mailed to the Correspondence Center.
The student is then ready for Part 1 of Lesson 23.



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LESSON 23

# The Supreme Court

## PART 1

The highest court in the United States is the Supreme Court. It meets in Washington from October until June.

The judges of the Supreme Court are called Justices. There are nine of them. One of them is the Chief Justice. All the justices meet together to hear a case. They begin their meeting at noon. The justices are all dressed in long black robes of silk.

As they take their places, all the people stand. People do this to show respect to the highest court of our Nation. The first Supreme Court was started in 1789. **There have been about a hundred justices since then.**

Once a week the justices meet to talk over the cases they have heard. Then they vote on the case. The case is decided by a vote of the majority.

Direct the student to Part 1 in the student's book.
Teach him the new words as you have done before.

Read this lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 2 of Lesson 23.

## PART 2

Most cases in the Supreme Court come from other Federal courts. Some of the cases come from State courts. A few cases start in the Supreme Court.

The decisions of the Supreme Court are final. The Supreme Court can change the decisions of other courts.

The Supreme Court explains the Constitution. It never makes a decision except on a case that it is hearing. It does not advise Congress about laws that Congress wishes to pass. It will not tell Congress in advance that a law is or is not constitutional. Congress must make its laws by itself. Then when a law is passed, the Supreme Court will say that the law is or is not constitutional.

In this way the Supreme Court never interferes with the work of Congress.

Direct the student to Part 2 in the student's book.
Teach him the new words as you have done before.

Read this lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 3 of Lesson 23.

## PART 3

Our Constitution says that we must have a Supreme Court. Congress is given power to set up other courts. It may not set up other courts equal to the Supreme Court. It may not set up a court above the Supreme Court. The only courts it may set up are below the Supreme Court.

Congress has the power to say how many justices there shall be in the Supreme Court. At first there were six justices in the Supreme Court. Now there are nine. One of them is called the Chief Justice. The other eight are called Associate Justices.

The President appoints the justices, but the Senate must approve of his choice. The Constitution says that the justices shall hold office "during good behavior." No justice of the Supreme Court has ever been removed from office.

Congress sets the salary of the justices. The Constitution does not allow Congress to lower the salary during the term of office.

Do you see how carefully the Constitution protects this court? First, the Senate checks the President's choice, to make certain that the justices are men who can do the work. Then the justices are appointed to serve during good behavior. They cannot lose their jobs if they make decisions against Congress. Congress has no power to lower the salary of the justices. The justices may make their decisions without fear.

The Constitution also places a check on the justices. They can be removed from office. Only the House of Representatives can bring charges against a justice asking for his removal. Only the Senate can conduct such a trial.

Again we see the greatness of our Constitution. It covers all our needs and as our needs grow the Constitution lives and grows.

Direct the student to Part 3 in the student's book.
When he has done the work he will ask you what he is to do next.
Direct the student to the Work Sheet for Lesson 23.

When he has finished this work he will ask you what he is to do next.

Once again I will read you a little story. * * *

## PROBLEM 4

The problem that follows is to be read or told to the student. It may be necessary for you to change the wording to make clear the meaning. The important thing is to be sure that the student understands the problem.

You could hear Carlo's rich baritone voice all over the house. He was, as usual, singing in the shower. He must have been happy that morning. He was singing one of his old-country songs.

Carlo had every reason to be happy. He had a fine family, "all Americans," as Carlo used to explain proudly. He owned his own home here. He had his automobile—just like the rich people in the old country. He had his own business, and lately he had bought ten acres of land. Ten whole acres! Back in the old country he knew men who had only one acre. Here he could raise vegetables for his store. That wasn't all. With his insurance policies and his deeds to property down at the bank, there was another very important paper. His own photo was on this paper. It was his certificate of naturalization!

Sometimes Carlo used to think about the time when he was becoming a citizen. For a long time he was afraid to try to be an American citizen. He wanted to be a citizen. He did not know of anything he wanted more than he wanted this. But he was afraid. Afraid that the naturalization examiner would find out that he still liked his old country. For Carlo did like the land of his birth.

Sometimes, particularly in winter when the icy winds sent the thermometer down below zero, he would think of his warm, sunny native land. He could see the vine-covered hills and the little villages nestled down in the valleys. He would think of the jolly evenings spent at the village inn, of the village girls dancing on the green when it was a feast day. Then Carlo would become homesick. No, he could never become an American and forget those wonderful memories.

Then Carlo would remember telling the priest of his fears, and the words of the priest would ring again in his ears.

"My son," the priest said solemnly, "pay attention to what I tell you. America does not want you to forget your old homeland. America wants you to remember it. America expects that you will bring all the good you can to America and stamp out everything that is bad if it appears over here." Then Carlo became an American citizen. As the years slipped by, Carlo had become prosperous and was highly respected in his community.

On the morning of which we are speaking, Carlo had a visitor. The visitor was Antonio, a life-long friend. Carlo did not need to ask why Antonio had called upon him for Antonio came straight to the point.

"Carlo, my friend, I need your help. Not for me but for my daughter. She is poor and since her husband died she has had a hard time. You know she has four little ones. If ever a woman deserved a good job, she does. Now Carlo, you have lots of influence. My daughter is going to run for the office of county clerk. I feel sure she can be elected if you will work for her. Think how much she needs the money. Think how much it will mean to her children. You will help us, won't you, my friend?"

What do you think Carlo should do? What would you do? Would you refuse to help a life-long friend? He knew that Antonio's daughter was not qualified to do the work. Wait a moment. What did the priest tell Carlo?

What should Carlo do? * * *

Do not try to help the student answer the problem. You are only to make sure that he understands the problem.

When the student tells you what he believes is the answer, have him write it on the Work Sheet for Lesson 23, or you may write it for him.

Now you have finished another lesson about our Government. You are going to take another examination.

The student may review the lessons in the book if he wishes before taking the examination.

When he is ready, give him Examination 4, which is given at the end of this book. Help him get started if he needs help. He should not use his book while taking the examination.

When the student has finished Examination 4, place the following papers in an envelope for mailing: Work Sheet for Lesson 21, Work Sheet for Lesson 22, Work Sheet for Lesson 23, Examination 4.

Address the envelope and mail it to the Correspondence Center.

The student is then ready for Part 1 of Lesson 24.

LESSON 24

# The Constitution Must Grow

## PART 1

When the colonists decided that they wanted to be free, they wrote a paper giving their reasons. This was called the Declaration of Independence. We celebrate its signing on the Fourth of July.

In this Declaration there were three points that should never be forgotten. First, it said that we believe "All men are created equal." Second, it said that men had certain rights that could not be taken away from them. These rights were: the right to live, the right to be free, and the right to try to be happy. Third, it said that governments received their powers from the people only to secure these rights for the people.

The first government was weak because the government was not given enough power to secure these rights for the people.

Then the Constitution was written. The Fathers of our Constitution made up their minds that they could write a plan for our Government. They said that the plan must fit the present needs of the people. They could not know the future needs of the people. Yet they planned the Constitution to fit the future. That is why we say the Constitution lives and grows.

Direct the student to Part 1 in the student's book.
Teach him the new words as you have done before.

Read this lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 2 of Lesson 24.

## PART 2

The Fathers of the Constitution had a very hard job to do. They knew the first government was weak. They had to plan for a strong government. The Constitution had to fit the needs of the new Nation. But it also had to fit the

future needs of the Nation. They could not know what these would be. They might have thought that perhaps our boundaries would be much larger. They could not know of the many inventions to come. But they knew changes would come, and they prepared for them.

They prepared to meet future needs by arranging that the Constitution itself could be changed or amended. These changes are called amendments. There have been very few changes made.

Direct the student to Part 2 in the student's book.
Teach him the new words as you have done before.

Read the lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 3 of Lesson 24.

## PART 3

The Constitution may be made to fit our needs in another way. Instead of changing the Constitution itself it may be fitted to our needs by interpretation. This means by explanation.

Let us see how this may be done. The Constitution does not often give exact details about powers. It is more like an outline.

There were no railroads when the Constitution was written. Where then does the Congress get its power to set up a commission to control the railroads? The Constitution gives Congress the power to control commerce among the States. Because the railroads carry goods from one State to another, we say that they are engaged in commerce among the States. Therefore Congress can set up a commission to control it.

Another example is the Federal Communications Commission. In order to prevent confusion, only a limited number of radio stations are permitted to broadcast. This permission is given by the Federal Communications Commission. Because a broadcasting station cannot keep its radio programs within the State boundary, it becomes a national problem. Congress has the right to set up agencies for the good of the Nation. In this manner our Constitution continues to fit our needs.

Direct the student to Part 3 in the student's book.
When he has done the work he will ask you what he is to do next.
Then direct him to the Work Sheet for Lesson 24.
Later this work sheet will be mailed to the Correspondence Center.
The student is then ready for Part 1 of Lesson 25.

LESSON 25

# We Can Amend the Constitution

## PART 1

The Constitution often tells of two ways in which a thing may be done. You may remember that a bill becomes a law when it is signed by the President. But it may become a law in another way even though the President does not sign it. The Constitution tells how this may be done. This arrangement helps to keep the Constitution fitted to our needs.

When we read of the ways to amend the Constitution, we find that again two ways are given.

Congress can start an amendment or the States can start an amendment. We shall now learn how each of these may be done.

Direct the student to Part 1 in the student's book.
Teach him the new words as you have done before.

Read this lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 2 of Lesson 25.

## PART 2

You will not be surprised to learn that the Constitution gives two ways of approving an amendment.

An amendment may be approved by the legislatures of States. It may be approved by State conventions. These are the two ways of approving an amendment. Congress is given the authority to say which one of these two ways is to be used.

Both ways have been used in approving an amendment. Some people believe that approval by a convention is nearer to the will of the people. In this case the people elect delegates to the convention.

Direct the student to Part 2 in the student's book.
Teach him the new words as you have done before.

Read this lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 3 of Lesson 25.

## PART 3

Sometimes you may think that our way of amending the Constitution is too slow. You may think it is too difficult to change the Constitution. You must see that if the Constitution could be quickly and easily changed it might be changed very often.

The makers of the Constitution knew that, too. They wanted the way to change the Constitution to be made difficult enough to prevent constant changing. At the same time they wanted it simple enough so that it would be changed when really necessary.

The amending of our Constitution is not really slow if the need is thought to be great. The Twenty-first Amendment was introduced in Congress in February and became a law in December of the same year. This is not too slow.

There have been many amendments placed before Congress. Most of them had very little value. You can see why the Constitution should not be changed too easily.

Of the many suggested amendments, only twenty-five were passed by both Houses of Congress and then approved by the States.

Direct the student to Part 3 in the student's book.
When he has done the work he will ask you what he is to do next.
Then direct him to the Work Sheet for Lesson 25.
Later this work sheet will be mailed to the Correspondence Center.
The student is then ready for Part 1 of Lesson 26.

LESSON 26

# Amendments Meet Needs

## PART 1

You may wonder why the Constitution had to be changed so soon after it was written. Why was not the Bill of Rights put in the Constitution?

In the Convention of 1787, many of the men thought that the State constitutions took care of the rights of the people. When the Constitution was written, they omitted the Bill of Rights. Later, several States refused to accept the Constitution unless the Bill of Rights was included.

These States were promised that, if they would agree to the Constitution, the amendments would be offered to the States. As soon as nine States ratified the Constitution the first ten amendments were prepared. They were accepted by the States and became a part of the Constitution.

Amendments are made to meet our needs. Because the Constitution is flexible, amendments are seldom needed.

For more than sixty years before the Civil War, no amendments were needed. The Civil War marked the end of slavery. It might be said that it ended one way of living. The changed way of life was met by three amendments to the Constitution. One of them set the slaves free; another made them citizens; the third protected their right to vote.

Direct the student to Part 1 in the student's book.
Teach him the new words as you have done before.

Read the lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 2 of Lesson 26.

## PART 2

More than forty years passed before it was necessary to add another amendment. The Government was helping the people with so many services that it

needed more money. So the Sixteenth Amendment was added to enable Congress to pass laws taxing the income of the people. In this way the needs of the people could be met.

Other amendments have been added since then to meet the needs of the people.

Direct the student to Part 2 in the student's book.
Teach him the new words as you have done before.

Read this lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 3 of Lesson 26.

## PART 3

Today I want you to understand what ideas are back of our Constitution. The Constitution is not a long legal paper or document. It is quite short. As you read it over and over you will be able to see that it is a very wonderful thing. Famous men of other nations have admired it.

If you stand before a great painting your first glance tells you what it is about. But as you look closer you begin to see the wonderful work of the artist. Every stroke of his brush has been made to help bring out his idea. You admire the colors and see how well they blend. So it is with our Constitution. Every part is placed to carry out some ideas. Every part blends with the others. There are no contradictions. Instead, every word adds something so that the main ideas become plain.

What are these ideas? Do you remember the three great points in the Declaration of Independence? What are they? * * *

If necessary prompt the student to recall to his mind:

1. All men are created equal.
2. They have these rights.
    a. to live
    b. to be free
    c. to try to be happy
3. Governments exist to protect these rights.

Those are the ideas back of our Constitution. The amendments have been made only to fit the Constitution to the changing needs of the people. No amendment is ever made to change these ideas. They will always remain with us.

Sometimes we say that governments are made for the people, not the people for the government. Let us look at the amendments to see if they agree with this.

There have been twenty-five amendments. Fifteen of them protect or add to the rights of the people. Fourteen of them limit or take away from the power of the Government. Only two of them add to the power of the Government. Five of them change the way the Government works.

Do you see now that we really do believe in the power of the people—that we are a real democracy?

Direct the student to Part 3 in the student's book. When he has done this work he will ask you what he is to do next.

Direct the student to the Work Sheet for Lesson 26. When he has finished the Work Sheet for Lesson 26, place the following papers in an envelope for mailing:

Work Sheet for Lesson 24
Work Sheet for Lesson 25
Work Sheet for Lesson 26

Address the envelope and mail it to the Correspondence Center. The student is then ready for Part 1 of Lesson 27.

LESSON 27

# The Meaning of the Constitution

## PART 1

George Washington was the first President of our Government. He and his cabinet had all helped to write the Constitution. They knew that it was an experiment. They wanted a government that was a government by the consent of the people.

They had divided the power of government among three branches. They had not explained these powers in detail. They made only a general plan. To them the Constitution was a plan for freedom and justice and for the welfare of the people.

Then, as members of the Government, they explained the meaning of the Constitution so as to make us a great and powerful Nation. These men understood the words of the Constitution, but, what was more important, they understood the spirit of the Constitution. The use they made of their powers has been a guide to all who followed them in office.

Direct the student to Part 1 in the student's book.
Teach him the new words as you have done before.

Read this lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 2 of Lesson 27.

## PART 2

Our Constitution keeps up with the times. It grows by amendments. This is not the only way it grows. It grows by explanations. For an example we will take the case of the Supreme Court.

You will not find any words in the Constitution that give the Supreme Court the power to say whether a law is against the Constitution. Yet because it is the highest court in our land it must decide on this point when a case is brought to it.

We might say that the Supreme Court is a continuous Constitutional Conven-

tion, as well as a court of justice. It cannot, of course, add new articles to the Constitution.

Sometimes Congress gives the President the power to do certain things. The President writes orders to get them done. These orders are the same as laws. They stand as laws unless the Supreme Court says they are wrong.

In these ways our Constitution keeps up with our needs.

You might go a step farther and say that the Constitution gets its powers from the people. Thus in a democracy the people rule.

Direct the student to Part 2 in the student's book.
Teach him the new words as you have done before.

Read this lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 3 of Lesson 27.

## PART 3

It is very often a difficult matter to adapt the meaning of the Constitution to the changing needs of the people. It must be done, however, or our Government will fail. Suppose that, in the early days of our Nation, we had said that the Constitution was firmly fixed and unchangeable. What would have been the result?

We could not have purchased Louisiana. Our western boundary would be the Mississippi River, and boats going to the ocean would pass into a foreign land. Railroads were built with Government aid, so railroads would not exist except for a few short lines in the East. There would be no Federal highways. Slavery would still be in existence. Women would not be permitted to vote. You might be compelled to attend a state church, and be punished if you attended any other. Your home might be searched with little or no reason. You might be held for trial for months or years on a charge of which you were innocent.

These conditions might have existed if our Constitution had not been amended or changed to fit our present day needs.

Direct the student to Part 3 in the student's book.
When he has done the work he will ask you what he is to do next.
Direct the student to the Work Sheet for Lesson 27. Later this work sheet will be mailed to the Correspondence Center.
The student is then ready for Part 1 of Lesson 28.

LESSON 28

# Men, Machines, and the Constitution

## PART 1

Our Constitution came into use in 1789. At that time five percent or five out of every hundred people lived in cities. Ninety-five out of every hundred lived on farms.

In 1960 seventy percent of our people lived in cities. So you see what a great change has taken place in our living.

Much of the change has been due to machinery. Farmers, by using machinery, need fewer people to help them. Cities with factories can use people to run machines. So there is a growing number of people who live in cities.

This condition has brought up many new problems. Some districts in some cities are over-crowded. This is not a healthful way to live. Unemployment adds to the difficulties of city life. In the early days unemployment was not a serious problem. Now, however, the closing of a factory may cause many people to be idle.

Under such conditions, there is much suffering. At first the States tried to help when this condition came about, but this was not a success. The Supreme Court found that many of the State laws were not permitted under our Constitution. Later we shall learn what has been done to change this condition.

Direct the student to Part 1 in the student's book.
Teach him the new words as you have done before.

Read this lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 2 of Lesson 28.

## PART 2

If a machine is built so that one man can do the work of ten men, it may save the wages of nine men. The things produced by the machine may cost very much less than those made by hand. For example, a radio that could be made by

hand for two hundred dollars might be made by machinery for twenty-five dollars. The result of this is seen in our way of living. The people live better. They can have nice things for the home. Things that used to be only for rich people are found in almost every home. But there is another side to this story.

If a machine is built so that one man can do the work of ten men, nine men may be out of work. They must find other work. Perhaps they cannot find it at once. What is to become of them? When they are out of work, they will buy less. If enough persons are without jobs, factories will need less help and still more people will be out of work. So you see that there is always the problem of men and machines.

This problem deals with the welfare of the Nation. Because unemployment is a national problem, the Congress has made laws and has set up agencies to help the people.

There are many other problems brought about by the use of machines. The conditions in a factory may lead to accidents. So the safety of the workers becomes a national problem. But the safety of the workers is not enough. The safety of those who are not factory workers must be considered. People who travel by machinery must be protected. Safety is needed in lines not connected with machinery, such as the selling and handling of foods. All these are national problems. All these are within the power of Congress to control.

The Supreme Court has approved most of the laws passed by Congress for the welfare of the people.

Direct the student to Part 2 in the student's book.
Teach him the new words as you have done before.

Read this lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 3 of Lesson 28.

## PART 3

For many years people did not look upon the general welfare of the Nation as their business. There were great opportunities in our country, and people were more concerned with their own welfare than that of the other fellow. Employers felt they had a right to hire anyone they wished. If they wanted their workers to work long hours at low wages that was their own business. They said that this was a free country and that they were free to do as they wished, just as the worker was free to leave his job if he did not like it.

Some States did try to change undesirable conditions by passing laws. Very few justices then understood the need for laws to improve matters. As a result the State laws were usually declared unconstitutional.

The thinking of our Nation has changed since then. Justices now know that the conditions with which a law deals help to determine whether it is constitutional. Because of this changed thinking, Congress now passes many laws for the general welfare of the people.

Direct the student to Part 3 in the student's book.

When he has done the work he will ask you what he is to do next.

Direct the student to the Work Sheet for Lesson 28. Later this work sheet will be mailed to the Correspondence Center.

The student is then ready for Part 1 of Lesson 29.

LESSON 29

# Customs and Duties

## PART 1

Do you remember what you read about how laws are made? Do you remember that the Clerk of the House sends the bill to a committee? The Constitution does not mention either a clerk or the committee. That is the way Congress wishes bills to be considered. For a long time Congress has used this way. It is now a custom Congress uses. Do you see what we mean by a custom? Customs become unwritten laws.

The Constitution tells how a President is to be elected. The original meaning was that the electors were to find a man suited for the Presidency and to elect him. We still keep to the form of the electors voting for the President. We have changed the meaning by having the electors vote for a candidate. The candidate is chosen by a political party. The Constitution does not mention political parties. This is another custom we have used for many years.

There are many other customs that have grown to be unwritten laws.

Direct the student to Part 1 in the student's book.
Teach him the new words as you have done before.

Read this lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 2 of Lesson 29.

## PART 2

You have learned about some customs that have come about without written law. These customs have been good and no one would wish to change them. But it should be remembered that bad customs could creep in and also become unwritten laws. It is the duty of every citizen to see that this does not happen. You may soon be a citizen, and it will be one of your responsibilities to vote. A responsibility is a duty. If every citizen understands his duties and does them, our country will

continue to be a success. If we do not understand our duties or if we fail to do them, we are working against our country.

Direct the student to Part 2 in the student's book.
Teach him the new words as you have done before.

Read this lesson to yourself. * * *
Now read it to me. * * *

The student is then ready for Part 3 of Lesson 29.

## PART 3

In this, your last lesson of this part of the course, you should try to see your part in our Government.

Our country is a democracy. That means the people rule. It is a representative democracy. That means the people rule by means of their representatives. If the people grow careless about the men they elect as representatives, they are working against their own interests.

If people do not obey the laws, they break the laws that they themselves have helped make. We must obey the laws.

It is the duty of every citizen to understand more about our Government and the way it works. Do you remember that fifteen of the amendments have been to add to the power of the people or to protect their rights? The people must be able to use these powers.

It will be your duty as a citizen to try to understand the problems of the Nation. It is not enough to study to become a citizen. You will need to study to become a better citizen. This is your duty. As we do our duty, so our country will grow better and better. It will indeed be the "land of the free and the home of the brave."

Direct the student to Part 3 in the student's book.
When he has done the work he will ask you what he is to do next.
Direct the student to the Work Sheet for Lesson 29.
When he has finished he will ask you what he is to do next.

Now that you have finished your study, you are to take another examination.

The student may review the lessons in the book if he wishes before taking the examination.

When he is ready, give him Examination 5, which is given at the end of this book. He should not use his book during the examination.

When the student has finished Examination 5, place the following papers in an envelope for mailing: Work Sheet for Lesson 27, Work Sheet for Lesson 28, Work Sheet for Lesson 29, Examination 5.

Address the envelope and mail it to the Correspondence Center.

This completes the work of Section II of this course.



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# ENGLISH AND GOVERNMENT

## Section II

### EXAMINATION 1

Date mailed: _____

Name: _____

Address: _____

**Part 1. Directions:**

Ask the person who helps you what you are to do.

| | |
|---|---|
| _____landowners | 1. rules |
| _____courts | 2. people united under one government |
| _____Congress | 3. to do what the laws say |
| _____President | 4. the people govern |
| _____convention | 5. people who own land |
| _____divided | 6. makes the Federal laws |
| _____strong | 7. people meet together |
| _____Constitution | 8. a plan of government |
| _____obey | 9. made into groups |
| _____democracy | 10. explain the laws |
| _____laws | 11. head of our Government |
| _____Nation | 12. not weak |

**Part 2. Directions:**

Ask the person who helps you what you are to do.

Yes No 1. Did the colonies want to be free?
Yes No 2. Did most of the people come from England?
Yes No 3. Did the colonies make their own laws?
Yes No 4. Is the United States a democracy?
Yes No 5. Is the United States a nation?
Yes No 6. Was the first government strong?
Yes No 7. Did the people give the first government much power?
Yes No 8. Did any of the States quarrel with one another?
Yes No 9. Did the government have a congress?
Yes No 10. Could Congress make laws?
Yes No 11. Could Congress tax the people?
Yes No 12. Was the first government a success?
Yes No 13. Did all the States send men to the convention?
Yes No 14. Did the convention make a new plan of government?
Yes No 15. Is the Constitution still used?
Yes No 16. Did the first government have courts?
Yes No 17. Did the new government have courts?
Yes No 18. Can the Government now tax the people?
Yes No 19. Are all men and women in the United States qualified to vote?
Yes No 20. Do people govern themselves in a democracy?

**Part 3. Directions:**

Answer each of these questions:

1. How many colonies were there in America?

---

2. Where did most of the people come from?

---

3. Who made the laws for the colonies?

---

4. What did the colonies want?

---

5. How many States were there at first?

---

6. What was the name of the new Nation?

---

7. What made the first government weak?

---

8. What made the new government strong?

---

9. Who was president of the convention?

---

10. When was the Constitution written?

---

11. Who called the meeting of the convention?

---

12. What kind of people met at the convention?

---

13. In what kind of government do the people rule?

---

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14. What kind of government do we have?

---

15. Do we still use the Constitution?

---

16. How many great parts are there in our Government?

---

17. What does Congress do?

---

18. What does the President do?

---

19. What do the courts do?

---

20. Who gives the Government its power?

---

When you have done this work, give it to the person who helps you.

*  *  *  *  *  *  *

**To the person who helps the student:**

Draw a line under the correct word. The (student) (helper) wrote the answers.

2. Tell the Correspondence Teacher how you and the student are getting along with this work.

## ENGLISH AND GOVERNMENT

### Section II

### EXAMINATION 2

Date mailed: _____

Name: _____

Address: _____

**Part 1. Directions:**

Do not ask for help. Read each question carefully. Then write your answers.

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1. What branch of our Federal Government makes the laws?

   _____

2. Name the Houses of Congress.

   a. _____

   b. _____

3. Which House has the least number of people in it?

   _____

4. How many Senators are there in Congress?

   _____

5. How old must a Senator be?

   _____

6. How old must a Representative be?

   _____

7. How often are Representatives elected?

   _____

8. What is the length of a Senator's term of office?

   _____

**Part 2. Directions:**

Here are some sentences that need to be finished. Place a mark before the ending that completes the sentence.

1. Congress is divided into
   ( ) two Houses.
   ( ) three branches.
   ( ) nine parts.
2. Congress is made up of
   ( ) 435 members.
   ( ) 100 members.
   ( ) 531 members.
3. The Senate has
   ( ) 48 members.
   ( ) 100 members.
   ( ) 435 members.
4. The chief officer of the Senate is
   ( ) the Speaker.
   ( ) the Vice President.
   ( ) the President.
5. A Senator must be
   ( ) 25 years old.
   ( ) 30 years old.
   ( ) 35 years old.
6. A tax bill must be started
   ( ) by the President.
   ( ) in the Senate.
   ( ) in the House of Representatives.
7. The number of Representatives from each State
   ( ) depends on the number of voters.
   ( ) depends on the population.
   ( ) is always two from each State.

When you have done this work, give it to the person who helps you.

* * * * * * *

**To the person who helps the student:**

1. Draw a line under the correct word. The (student) (helper) wrote the answers.

2. Tell the Correspondence Teacher how you and the student are getting along with the work.

## ENGLISH AND GOVERNMENT

### Section II

### EXAMINATION 3

Date mailed: _____

Name: _____

Address: _____

**Part 1. Directions:**

Write in a word which will make each sentence true.

1. We elect a President every _____ years.
2. He must be at least _____ years old.
3. A naturalized citizen _____ become President.
4. The two chief political parties are the _____ party and the _____ party.
5. We elect our President in the month of _____.
6. He takes office the following _____.

**Part 2. Directions:**

Write in the names of the eleven Departments that help the President.

1. _____ takes care of the Army, Navy, and Air Force.
2. _____ helps farmers.
3. _____ takes the census.
4. _____ collects taxes.

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5. _____ deals with other governments.

6. _____ helps working people.

7. _____ looks after the Indians.

8. _____ helps the President in things about law.

9. _____ guards the public health of the Nation.

10. _____ helps cities to develop.

11. _____ makes travel easier.

**Part 3. Directions:**

What agency—

a. administers social security laws?

_____

b. examines people for Government jobs?

_____

c. tries to stop disease from spreading?

_____

**Part 4. Directions:**

Choose a word from those given here which fits each of these meanings. Write the word on the line.

| | | |
|---|---|---|
| January | Commission | November |
| neighbors | commerce | political party |
| candidate | Constitution | oath |
| electors | Cabinet | Congress |
| election | Senate | veto |

1. People with the same ideas of government _____

2. A promise _____

3. First month of the year _____

4. An agency _____

5. Our plan of government _____

6. The month of election of the President _____

7. Heads of eleven Departments _____

8. To refuse to sign a bill _____

9. People who elect the President _____

10. People who live near each other _____

11. The choice of a party for President _____

12. Trade _____

13. A lawmaking body _____

14. A House in Congress _____

15. The act of choosing by vote a person to fill an office _____

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Ask the person who helps you what you are to do next.

## ENGLISH AND GOVERNMENT

### Section II

### EXAMINATION 4

Date mailed: _____

Name: _____

Address: _____

**Part 1. Directions:**

Write in a word that will make each sentence true.

1. Newspapers can print the news because we have _____ of the press.

2. We can go to our own church because we have freedom of _____

_____.

3. The first _____ amendments are called the Bill of Rights.

4. The First Amendment names _____ freedoms.

5. Officers may not search our homes unless a _____ orders it.

6. People _____ be held for trial without a good reason.

7. Our Government guarantees _____ rights for all.

8. Courts _____ quarrels

9. National courts are called _____ courts.

10. The highest court in our land is the _____ Court.

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**Part 2. Directions:**

Write in the correct answer. Which Federal court—

a. is the highest court?

---

b. has a chief justice and eight associates?

---

c. explains the Constitution?

---

d. review cases sent to it from the district court?

---

e. usually has a jury?

---

**Part 3. Directions:**

Choose a word from those listed here that fits each of these meanings. Write the word on the line.

| | | |
|---|---|---|
| protect | trial | freedom |
| fair | religion | jury |
| obey | Washington | national |
| amendment | democracy | supreme |
| newspaper | naturalized | Chief Justice |

1. Belonging to the Nation ---
2. The right to do certain things ---
3. Added to the Constitution ---
4. A hearing in court ---
5. Head of the Supreme Court ---
6. People picked to decide a case ---

7. Just _____

8. The people rule _____

9. Prints the news _____

10. Belief in God _____

11. A foreign-born citizen _____

12. To take care of _____

13. The highest _____

14. The capital of our country _____

15. To do as one is told _____

**Part 4. Directions:**

Ask the person who helps you what you are to do next.

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## ENGLISH AND GOVERNMENT

### Section II

### EXAMINATION 5

Date mailed: _____

Name: _____

Address: _____

**Part 1. Directions:**

Write in a word which will made each sentence true.

1. The Constitution is the _____ of our Government.
2. It was written in the year _____.
3. It may be changed to meet our _____.
4. The written changes are called _____.
5. There are _____ ways of approving an amendment.
6. _____ amendments have been made.
7. The _____ ten amendments are called our Bill of Rights.
8. There are _____ amendments called the Civil War Amendments.
9. Congress is given the right to collect income taxes in the _____ _____ Amendment.
10. The Supreme Court _____ the meaning of the Constitution.

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**Part 2. Directions:**

Choose a word from those given here that fits each of these meanings. Write the word on the line.

| | | |
|---|---|---|
| healthful | share | unconstitutional |
| future | travel | amendments |
| welfare | Congress | safe |
| starting | necessary | forbids |
| judicial | Mississippi | permits |

1. To divide with others _____
2. The time to come _____
3. Changes in the Constitution _____
4. Lawmaking body _____
5. Beginning _____
6. Does not allow _____
7. Does allow _____
8. Powers of a court _____
9. Our largest river _____
10. Needed very much _____
11. Free from danger _____
12. The good of the people _____
13. To go from place to place _____
14. Not allowed by the Constitution _____
15. Good for our health _____



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**Part 3. Directions:**

Write five changes in our Constitution that were made by amendments since the Bill of Rights.

1. ---

---

2. ---

---

3. ---

---

4. ---

---

5. ---

---

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**Part 4. Directions:**

Write in the correct answer. Which Amendment—

a. put an end to slavery?

---

b. prohibited the sale of liquor?

---

c. gave women the right to vote?

---

d. ended another amendment?

---

e. gave Congress the power to tax incomes?

---

Ask the person who helps you what you are to do next.



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